

THE INTEREST AND KNOWLEDGE
OF FIFTH GRADE CHILDREN
REGARDING WORLD AFFAIRS

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THE INTEREST AND KNOWLEDGE OF FIFTH GRADE CHILDREN
REGARDING WORLD AFFAIRS

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CHAPTER I

DISCUSSION OF THE PROBLEM

Statement of the problem.

The purpose of this study is to inquire into the interest and knowledge of fifth grade children regarding world affairs so as to better enable teachers to develop a more effective program for the teaching of current events for the nine, ten, and eleven year old child. The study has involved (1) the setting up of a questionnaire to be given to children of selected groups, (2) the tabulation and interpretation of the results obtained from the questionnaire given.

Importance of the study.

The United States is now in its fourth year of a terrific worldstruggle which has very likely affected in varying degrees the lives of almost everyone in this country, not to mention those of other lands who have been so much more vitally affected than we. We are all only too familiar with the many ways in which war has touched our lives -- with heartbreak, sacrifice, and deprivation but also heroism, high purpose, and resourcefulness. It is to be hoped that this time all Americans

will learn the lesson which we failed to learn from the last great conflict that, with the globe shrunken many times by modern communication, we as Americans cannot live within ourselves but rather are members of a world society whose every action affects us in the long run. The problems of reorganizing world and domestic affairs after this war will be tremendous and will demand the very best of the leaders and of every citizen of every country. This puts a particularly large responsibility on the citizens of a democracy who have the opportunity of choosing their leaders and their policies and of making known their ideas. The responsibility is one partly of keeping ourselves well informed as to what is going on in the world so that our opinions will be based on reason and morals rather than on emotion and hearsay.

It is no longer easy to keep well informed and to know the wisest policy in a society as complex as ours. In early days it was a fairly simple job to be a good citizen of a democracy because most of the issues on which a man had to make a decision were within his own experience and within his own community. Now, however, society has become so much larger, so much more complex and interdependent that an individual finds it difficult to become well enough informed to vote intel-

ligently. But, in the writer's opinion, it is not impossible and it is extremely essential that we assume our responsibility in this respect.

It would seem to be the job of education to develop and train, among other responsibilities of citizenship, this one of keeping intelligently aware and informed as to what is going on in the world. As F. K. Kruger has stated, "Democracy depends on the intelligence of the mass of citizens. Therefore, there is a need to study present problems."¹ H. H. Lawrence emphasizes the same idea in these words, "Social efficiency demands greater knowledge of current happenings."², and again F. K. Branom says, "One of the great problems of modern times is the proper education of our boys and girls so that they will become good, intelligent American citizens."³ As a result of a study made of this problem G. M. Blair says, "In a democracy such as ours, it is very necessary that all individuals possess adequate

1. F. K. Kruger, "Teaching of Current Events in our Public Schools", Social Studies, 32:101-5, March, 1941.

2. H. H. Lawrence, "Methods of Teaching Current Events", Social Studies, 29:245-50, October, 1938.

3. F. K. Branom, The Teaching of the Social Studies in a Changing World, W. H. Sadlier, Inc., New York, 1942, p. vii.

knowledge of what is happening in the nation and in the world. Every effort should be made by the schools to develop in pupils greater interest in national and world affairs."⁴

No one would deny that it is one of the primary functions of education to develop intelligent, conscientious citizens. Is it not reasonable to expect then that education should encourage not only the spirit and attitudes of good citizenship but should guide in the acquisition of some of its skills as well?

The war with all of its implications has brought world events painfully close to the experience of many children and has touched to a lesser degree the experience of those far from the battlefronts. Children give many evidences in their own activities of an intense interest in the war -- in their dramatic play, in their drawings of airplanes, battleships and pictures of enemy leaders, in their games and in their conversation. Many teachers have reported that the war has greatly increased children's interest in current events. A group of California teachers in an article on "The War -- Our

4. G. M. Blair, "Relation of Intelligence to Knowledge of World Affairs", School and Society, 48:762-3, December 10, 1938.

Children, Our Schools, Our Community" believe that, "Our children are thinking about the war as revealed in many ways.-----Among these is a greater interest in current events."⁵ A study made by G. A. Pradel⁶ in 1944 shows that seventh grade pupils were interested in many phases of the war and were well informed on events connected with it. Current events then have taken on a new importance and interest due to the totality of modern war. It would be to the advantage of world security and order if we could maintain this interest in world affairs by attaching some of the excitement and glamor of war to the machinery for the organizing and maintaining of world peace.

Aside from the fact that war has made world affairs of vital interest to children, many educators and parents feel that a frank discussion of war and its effects is a real factor in maintaining emotional stability in children who have been upset by the tensions and dislocations of this world chaos. Although there is some disagreement on this subject, the consensus of

5. -----, "The War: Our Children - Our Schools - Our Community", Progressive Education, 20:126-30, March, 1943.

6. G. A. Pradel, Attitudes and Knowledge of Children Regarding the Present World Crisis, (Unpublished Master's Thesis, Boston University, Boston, 1944)

opinion seems to be that knowledge dispels fear rather than increasing it. R. Barbour states that, "Knowledge of the facts acts as a stabilizing influence."⁷ and that concerning the war we should teach where, why and what has happened. A group of teachers in a Workshop in Elementary School Social Studies at Boston University summarized majority opinion on this problem in this way, "War conversation and discussion should not be banished from the classroom. Understanding gives children greater security. Children can stand reality better than they can mystery."⁸

If we assume that world affairs today vitally affect individuals, that interest in and knowledge of what is happening is one requisite of good citizenship which the schools should encourage, and that the war has made current happenings a live issue in the thinking of children, the question arises as to where the study of current events should commence. It is this question which prompted the investigator to make this study. In

7. R. Barbour, "Wars Effects on Children", Journal of Education, 126:144-5, May, 1943.

8. -----, "Priorities for Elementary School Social Studies", Workshop in Elementary School Social Studies, Boston University School of Education, Boston, January 27, 1943.

opinion seems to be that knowledge is not a static thing, but rather than interesting it. H. Harlowe states that, "Knowledge of the facts acts as a stabilizing influence," and that concerning the way we should teach them, why and what has happened. A group of teachers in a workshop in Elementary School Social Studies at Boston University announced majority opinion on this problem in this way, "War conversation and discussion should not be banished from the classroom. Understanding gives children greater security. Children can stand reality better than they can mystery."

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1. H. Harlowe, "Ways of Teaching Social Studies," Journal of Education, 1944-45, May, 1945.
 2. "Workshop in Elementary School Social Studies," Boston University School of Education, Boston, January 27, 1945.

the writer's own experience in the middle elementary grades, it has been found that although there seemed to be a moderate amount of interest in current events, it did not appear to have too much effect on what the children knew, what they thought about, what they read, saw, or listened to concerning world affairs. This might possibly indicate that the investigator, as a fifth grade teacher, was exposing them to material too far out of their experience to be meaningful or expecting them to deal with problems too difficult for their mental maturity. R. C. Preston in a study of children's reaction to a contemporary war situation summarizes this question well in this way, "No one would deny the desirability of developing individuals who are informed and judicious concerning social problems, but it is important also that the concepts stressed in the classroom be appropriate to the maturity of the child. --- It would seem reasonable, --- that the children's time and effort should not be spent on mastery of ideas and subject matter at a given age when it is discovered that normal exposure to them has not resulted in much relevant information or interest. It might be wiser to let the choice fall upon material about which children have gathered information spontaneously and in which they do

have interest."⁹

Since there seems to be disagreement as to whether current events should be studied in the elementary grades, a study of children's interest in world affairs and of information which they have gathered from the many agencies to which they are exposed might be profitable. Much has been written and some research made dealing with this problem on various age levels. In the following chapter these studies will be reviewed.

9. R. C. Preston, Children's Reactions to a Contemporary War Situation, Teachers College Columbia University, New York, 1942, p.1.

CHAPTER II

REVIEW OF LITERATURE

General reading in the field.

In a survey of some of the literature concerning the teaching of current events in the elementary grades, it was found that many educators have expressed opinions, though sometimes conflicting, on various phases of this question and others have carried on significant studies along this line all of which are pertinent to this particular problem. Some of the related topics which were discussed and which will be reviewed are as follows: the age and grade where current events is studied, the ability of children to understand social concepts, factors influencing the knowledge of current events, the effectiveness of instruction and different methods of instruction used. In conclusion a review of some of the studies made so far in regard to children's information, attitudes, and interest regarding current events will be made.

There seems to be rather a wide divergence of opinion as to where the study of present world affairs does and should begin. Most writers agree that a study

of this type should be made at some time. Most of them agree that a study of world affairs and of modern social, economic, and political problems should have an important part in a well-rounded high school curriculum. There is little question either as to its value in junior high school. But as to the extent that it should be taught in the elementary grades -- this is a moot question. In a survey made on what our schools are teaching, Bruner concludes that, "It is noticeable that that topic (international and peace relations) is almost ignored below grade nine which possibly indicates that educators feel that international and peace relationships is too difficult a subject to discuss in the lower grades."¹⁰ In a discussion of the subject M. Mason¹¹ believes that current events can be understood by fourth graders providing it is taught correctly. According to M. Terkel, "Experience shows that children love current events,"¹² and in a study made by this author it was found that

10. Bruner and others, What Our Schools Are Teaching, Bureau of Publications, Teachers College, Columbia University, New York, 1941, p. 132.

11. M. Mason, "Current Events in the Middle Grades", Social Education, 6:18-20, January, 1942.

12. M. Terkel, "Current Events in Elementary Schools", Social Education, 3:313-14, May, 1939.

many school systems advocate starting the teaching of current events in the fifth grade. In general conversation with middle grade teachers, the majority seem to assume that the discussion of world affairs has a place in the fourth, fifth, and sixth grades. The extent of teaching and the amount of time spent on it seems to depend on the interest of the teacher.

R. C. Preston concludes, however, from his study on children's reactions to war that, "It's questionable whether it is reasonable to require children of twelve and under to engage in systematic, detailed study of large-scale social undertakings (such as war) that do not impinge directly upon their experience. --- At about the thirteen year level contemporary wars as a topic for study would appear appropriate and educative, since at approximately this time relevant knowledge and interest have been shown to become widespread and detailed."¹³ In a study carried on in Portland, Maine¹⁴ in the upper elementary grades and high school, it was found that a sixth grade did not respond too well to a

13. Preston, op. cit., p. 91.

14. L. C. Day, "Boys and Girls and Current Events", Elementary School Journal, 36:354-66, January, 1936.

current events questionnaire, a majority of the group getting only about 50 per cent of the questions.

Closely allied to this question is that of whether children have the ability to understand social concepts. Broad principles of psychology tell us, of course, that very young children are confirmed egotists, but that growth brings an increasing circle of interests from complete absorption in themselves to interest in their family, playmates, school, community and so on. As soon as they begin to enjoy vicarious experience through reading or dramatization their circle of interests and understandings rapidly develops. Whether children of nine, ten, and eleven have reached an age in experience and maturity to understand social concepts seems doubtful in the minds of some who have investigated which would affect at least the methods and materials used in teaching current events. In a study carried on by Scott and Myers on children's concepts of the commonplace which included their understandings of such things as the terms civilization, commerce and constitution, it was found that children had, "Woefully vague and incorrect notions of terms which they use rather glibly

in their routine school work."¹⁵ Ayer¹⁶ reports from a study made that abstractions such as theories of government, law making, social strife, and the growth of democratic institutions appear beyond the understanding of fifth grade children. Mitchell¹⁷ found from a survey that most fifth grade children had little concept of such terms as big business, militarism, strike, and standard of living.

On the other hand, many authors feel that with proper teaching there are some social concepts that middle grade children can grasp. H. H. Lawrence¹⁸ is of the opinion that since the war has greatly increased children's interest in world affairs, those events which can be appreciated and understood by middle grade children should most certainly be taught. Although

15. F. Scott and G. C. Myers, "Children's Empty and Erroneous Concepts of the Commonplace," Journal of Educational Research, 8:327-334, November, 1923.

16. A. M. Ayer, Some Difficulties in Elementary School History, Bureau of Publications, Teachers College, Columbia University, New York, 1926.

17. F. G. Mitchell, "Ability of Fifth Grade Pupils to Understand Certain Social Concepts", California Journal of Elementary Education, 4:20-28, 1935.

18. Lawrence, op. cit.

Burton¹⁹ in an investigation carried on over a ten year period on children's civic information found that the best informed group on a sixth grade level knew only about 45 per cent of the civic material on which they were tested, he feels that pupil interest and maturity are such as to permit and demand the earlier introduction of direct civic instruction.

In opposition to educators who feel that chronological age is an important factor in determining whether children are capable of grasping events of social significance are those who are assured that the experience of the child is of more importance. These investigators, including Jersild,²⁰ Day,²¹ Mitchell,²² and others, feel that a child's ability to deal with matters of social significance depends on the breadth of previous experience and the amount of knowledge already acquired which is more extensive in some child-

19. W. H. Burton, Children's Civic Information, 1924-1935, The University of Southern California Press, Los Angeles, 1936.

20. A. T. Jersild, "Children's Information and Opinions", (digest), Psychological Bulletin, 34:761, 1937.

21. Day, op. cit.

22. Mitchell, op. cit.

ren than in some adults. Some, particularly Day²³ and Mitchell²⁴, feel that adequate understanding of world affairs can be developed by direct instruction.

Some research has been done on factors which influence children's knowledge of current events. Among these factors are sex, experience, economic status, and mental ability. Sex seems to influence in general, although not in individual cases, children's degree of interest in and knowledge of current events. In every study made on this problem, boys were superior to girls in what they knew about world affairs. In the study carried on in Portland, Maine²⁵ one aim was to determine how boys and girls compared in their knowledge of current events, and it was found that boys were superior to girls. Burton²⁶ reported the same results in his study on children's civic information. The tabulations on a questionnaire on war knowledge and attitudes of seventh graders given by G. A. Pradel,²⁷

23 23. Day, op. cit.

24. Mitchell, op. cit.

25. Day, op. cit.

26. Burton, op. cit.

27. Pradel, op. cit.

reveal that boys were superior in their knowledge of people, places, and events concerning the war. In Preston's²⁸ study it was shown that girls were less able or ready to form opinions on controversial issues since, with regard to partisanship concerning the war, a larger percentage of girls took a neutral position or because of lack of interest took no stand at all.

Another factor which some educators feel has a great effect on what children know about what is going on in the world around them, is the economic status of the homes from which they come. Burton concluded from his study that, "The economic status of the home was the factor most closely connected with the amount of information possessed by groups of pupils."²⁹ Other investigators, though not as positive in their assertion as Burton, felt that there was a definite correlation between the two. Preston³⁰ concludes rather tentatively, since he had fewer subjects from lower occupational levels, that, in some areas of information concerning the war, children of a higher economic level were

28. Preston, op. cit.

29. Burton, op. cit., p. 305.

30. Preston, op. cit.

superior to those of a lower level although there was little difference in the attitudes toward war expressed by different groups.

A few studies attempted to measure the relationship between mental ability and understanding of current affairs. Preston³¹ reports in his survey of literature that some investigators have found mental ability to be an important factor. The most extensive work on this point was done by G. M. Blair³² who, in trying to determine the relation of intelligence to knowledge of world affairs, tested 2,863 junior and senior high school students. He found that there was a marked superiority of those with high I.Q.'s in both groups and that the gifted junior high school students rated higher than the high school pupils of low intelligence. Preston³³ in his study on Children's Reactions to a Contemporary War Situation attempted to determine this relationship as one factor in his investigation. He used mental age rather than I.Q. as the criterion of intelligence, but he found that on no item of information did more than 34 per cent of the children at the highest mental age

31. Preston, op. cit.

32. Blair, op. cit.

33. Preston, op. cit.

fail while on almost three-fourths of the items a greater proportion of the children at the lowest mental age failed. However, mental age seemed to make no difference in the degree of interest in or anxiety about the war expressed by the children tested.

As to the type of current events instruction which is the most meaningful and profitable for younger children, there seem to be two schools of thought, some feeling that it should be integrated into the school program, others feeling that direct instruction is more valuable.

By direct instruction is meant a certain amount of time set aside each week for the discussion of current events. One of the investigators who found that this type of instruction was the most effective was L. C. Day³⁴ who carried on a controlled experiment in the upper elementary grades and high school and among other factors tried to determine how different types of instruction affected the children's knowledge of current events. One group had regular, systematic instruction using newspapers as a basis of study; another had regular, systematic instruction using a current events magazine; a third had

34. Day, op. cit.

informal, irregular instruction; and in a fourth group no provisions were made for any type of instruction. According to results determined by a current events test the two groups having regular, systematic instruction were superior to the other two groups. Burton³⁵ from his work on children's civic information concluded that there was a need for more direct instruction in civic matters. In another experiment carried on by Eichel³⁶ to determine the most effective method of teaching current history, three control groups of sixth graders were set up, one having instruction using a specially prepared news magazine, another having instruction using a March of Time sound film, and the third group using miscellaneous material with no instruction whatsoever. The results here showed that the sound film procedure with instruction was the most effective for long time recall. H. Schulhoff³⁷ in an article on teaching current events believes that the children of this day and age are ex-

35. Burton, op. cit.

36. C. G. Eichel, "Experiment to Determine Most Effective Method of Teaching Current History," Journal of Experimental Education, 9:37-40, September, 1940.

37. H. Schulhoff, "Teaching Current Events; Information Please Idea", Grade Teacher, 58:70, January, 1941.

posed to a great mass of material on world affairs but that there is a tendency toward careless listening and interpretation of news. To counteract this the author feels that the schools should give direct guidance in current events to develop pride in American institutions, to awaken interest in worthwhile things, and to teach discrimination in reading and judging the news.

A plea for direct instruction in helping children to interpret what is happening in the world around them is expressed by J. Emery in these words, "Teachers have realized that young, immature pupils need special and expert help in learning to follow the news and to understand something of the social and economic factors active in shaping present conditions. Pupils need special guidance if they are to understand the complicated issues of the day and it is the obligation of the teaching profession to develop methods and techniques for meeting adequately the demands of the period."³⁸

On the other hand a few investigators such as Mitchell³⁹ have found that direct instruction does not

38. J. Emery, "Revelation of a Testing Program in Current Affairs", School Review, 47:128-32, February, 1939.

39. Mitchell, op. cit.

to a great degree influence children's knowledge and attitudes concerning world affairs.

Other educators though equally strong in their belief that schools should help children to learn to interpret the news feel that the study of world affairs has more significance and meaning for young children if it is integrated with the whole school program -- if it is discussed and studied in any situation in which it would help to throw light on a problem which has arisen, be it in social studies, language or science.

Watrous,⁴⁰ M. Mason,⁴¹ and Fandler and Crawford⁴² are of the opinion that current events should be taught in connection with all subjects falling most naturally within the social studies. Mason states, "Discussions of current events then are not a correlation to school activity but are an integration, a part of it and rise naturally within a study because they explain and pro-

40. Watrous, "It Happened Before", Grade Teacher, 61:55, September, 1943.

41. Mason, op. cit.

42. D. G. Fandler and C. C. Crawford, Teaching the Social Studies, University of Southern California, Los Angeles, California, 1932.

vide valuable information."⁴³ Current events has become a stereotyped term and usually connotes formal lessons according to Stormzand and Lewis.⁴⁴ It can be used, in the opinion of these authors, at least on a high school level as a motivation and basis for all social studies.

M. Terkel⁴⁵ brings out two points which in some cases discourage the teaching of current events; first, that teachers are apprehensive about opening up discussion of controversial issues in their classrooms and secondly, teachers are sometimes not well enough informed themselves to be capable of doing a good job in this field and thus do not stimulate an interest among their students. He feels that teachers should strive to connect all subjects with current life and events on the grade levels on which they are teaching -- that teachers must pick salient issues from the news and first see clearly themselves the relationships they wish the children to grasp.

There is much material to be found on particular

43. Mason, op. cit.

44. M. J. Stormzand and R. H. Lewis, New Methods in the Social Studies, Farrar and Rinehart Inc., New York, 1935, pp. 44-76.

45. Terkel, op. cit.

vide valuable information.⁴³ Current events has become a stereotyped term and usually connotes formal lessons according to Stormans and Lewis.⁴⁴ It can be used, in the opinion of these authors, at least on a high school level as a motivation and basis for all social studies. M. Torkel⁴⁵ brings out two points which in some cases discourage the teaching of current events; first, that teachers are apprehensive about opening up discussion of controversial issues in their classrooms and secondly, teachers are sometimes not well enough informed themselves to be capable of doing a good job in this field and thus do not stimulate an interest among their students. He feels that teachers should strive to connect all subjects with current life and events on the grade levels on which they are teaching -- that teachers must pick salient issues from the news and first see clearly themselves the relationships they wish the children to grasp.

There is much material to be found on particular

43. Mason, op. cit.

44. M. J. Stormans and R. H. Lewis, New Methods in the Social Studies, Farrer and Rinehart Inc., New York, 1935, pp. 42-43.

45. Torkel, op. cit.

methods and devices used in the teaching of current events such as the use of the radio, films, and other visual aids, and different types of map work, but since this has little bearing on the problem a detailed review is not necessary here.

There are, then, many factors which have some effect on children's interest in and knowledge of current events. Teachers must take these into account then adjust their materials and methods to the particular children they are guiding. It would seem helpful to know where children's interests lie in regard to world affairs and whether children of a fifth year level are in general interested in them in times of crisis such as these, and whether their interest has resulted in the acquiring of some accurate information. Some studies have been made in recent years bearing directly upon this problem.

Previous studies on children and world affairs.

Many interesting investigations have been made concerning children's awareness of the war and its implications. Since the war is in the spotlight of world affairs at the present time, these studies are pertinent.

P. Jeidy⁴⁶ observed the reactions of children of different age levels to the war at the University Elementary School of the University of California during the summer of 1943. From her observation and a questionnaire given, she concluded that these middle grade children hate nations but not individuals, for they hated Japan but not individual Japanese. Perfect confidence in President Roosevelt, our military leaders, and in the righteousness of our cause was expressed. They were much more interested in the machinery of the war, such as how the equipment worked and how it was made, than in campaigns or places although they could use maps well. The children felt a great personal responsibility towards the war in respect to buying war bonds and participating in scrap drives but they gave little indication of being interested in a better world except as it would be to the advantage of the United States. The author feels that knowing these reactions should prevent teachers from trying to teach concepts and understandings which are beyond a child's comprehension.

46. P. Jeidy, "Reactions of Children of Different Age Levels to the War and Their Implications for Teachers", California Journal of Elementary Education, 12:12-21, August, 1943.

Another study made by D. H. Russell⁴⁷ reports that the children he questioned had little or no grasp of profound political, economic or military developments of the war. They knew the sensational and heroic side and they had considerable knowledge of types of war equipment especially war planes. From these findings he suggests several emphases which he feels should be stressed in meeting the social and emotional needs of children in war and in building for future world security. Among these suggestions are first, avoid teaching leads to national egotism. Children are apt to feel that America is winning this war alone, while in terms of sacrifice the Russians and Chinese and others have suffered far more than Americans. This sort of thing should be pointed out to children. Secondly, teach international mindedness not through treaties and political happenings which have little meaning for children but through the lives of children and adults everywhere which they can understand.

Concerning what children are thinking about the

47. D. H. Russell, "The Elementary School Child and the War", California Journal of Elementary Education, 11:144-53, February, 1943.

war, Hannah M. Lindhal⁴⁸ reveals some interesting figures gathered from a questionnaire given to 1,054 fourth, fifth, and sixth graders in Mishawaka, Indiana. She found that 78 per cent of the children listened to war news on the radio; that 77 per cent liked war movies which shows the craving of this age child for excitement and thrill; that 75 per cent thought about the war, and that 52 per cent read war accounts in the newspaper although many professed that newspapers were too difficult to read. Contrary to the findings of Jeidy⁴⁹ these children expressed utopian ideas of the world of the future.

In an article on "Children's Interest in the War and the Curriculum," Julia W. Abbott⁵⁰ states that in her experience with children she finds that there is an intense interest in the war as shown by their dramatic play and by their drawings. These reveal a strong feeling of nationalism and vengeance which is natural for

48. Hannah M. Lindhal, "What Are Children Thinking About the War", Progressive Education, 20:108-10, March, 1943.

49. Jeidy, op. cit.

50. Julia W. Abbott, "Children's Interest in the War and the Curriculum", Progressive Education, 20:111-13, March, 1943.

young children but the author feels that the spectacular and unusual must be balanced by constructive types of curriculum activities which will gradually replace these attitudes as the children grow older.

Victoria Wagner⁵¹ found from her studies that due to the war children show an increased interest in geography particularly in relation to remote places, how people live, the conception of the global world as shown by global and polar maps, and in current events.

One of the most extensive and significant studies was made by Ralph G. Preston⁵² on Children's Reactions to a Contemporary War Situation. It was done in 1940, before the United States had entered the war, with 581 children between the ages of eight and fifteen in a New York metropolitan area. Two procedures were used, a personal interview and a formal group test, to attempt to draw a simple and unified picture of the meaning children attach to a given war situation. In regard to their information concerning the wars, he found that most of the children were well aware of a state of war

51. Victoria Wagner, "Children's Work Experience in Wartime", Progressive Education, 20:121-23, March, 1943.

52. Preston, op. cit.

but knew few details when questioned more thoroughly. About one-third of the group were unable to name national leaders and over half of the children failed on test items dealing with events of the war. It is interesting to note that the types of events they were most familiar with were military campaigns and acts of violence. Throughout the entire test the leaders and events which were dramatic and sensational were most frequently known rather than less striking matters or names which might have had deeper significance. In comparing the scores of three age groups nine to ten, eleven to twelve, thirteen to fourteen, he found that the group aged thirteen to fourteen showed the greatest mastery of items and that boys were superior to girls in their extent of information.

Another very interesting study was done in 1943 by Gertrude A. Pradel⁵³ on Attitudes and Knowledge of Children Regarding the Present World Crisis, World War II. She gave a questionnaire to 757 seventh grade students in junior high schools throughout New England. Her results showed on the informational section that pupils were well informed concerning events of this war but

53. Pradel, op. cit.

they were not so well informed concerning particular people, their work, or places of strategic importance. Ninety-six per cent of the pupils expressed interest in war news and they held generally accepted attitudes on political, racial, and economic questions.

The above studies show that very little work has been done so far on the understanding of current events by younger children. It is the purpose of this study then to try to determine on a fifth year level (1) how much spontaneous interest children have in current events, (2) to what degree their interest is evidenced by what they know about world affairs, (3) what difference there is between the interest and knowledge of boys and girls, and (4) what type of news children are most interested in and informed about.

To attempt to obtain answers to these questions it was decided to set up a questionnaire consisting of two parts -- one to determine the degree of interest fifth graders have in current events -- the other to determine how much information the nine, ten, and eleven year old child has about world affairs.

Chapter III of this report will outline the procedure followed in setting up and administering the

questionnaire and in selecting subjects for the study. In Chapter IV the results of the two sections of the questionnaire will be tabulated and **organized**. In the final chapter the results will be summarized and conclusions drawn.

CHAPTER III

PROCEDURE FOR BUILDING AND ADMINISTERING

THE QUESTIONNAIRE

Building the Interest Questionnaire.

The questionnaire given to work out this study was divided into two parts. The first part was drawn up to determine how much fifth graders were interested in current events and consisted of twenty paired questions demanding a choice between an activity concerning current events and some other kind of an activity indulged in by this age child. It was decided that activities which children might carry on and in which there could be found some items of news value were listening to the radio, going to the movies, working at school, and conversing at home in the presence of adults. There are many other activities which could have been used but since the time element and attention span of the child had to be considered in administering the entire questionnaire, the above four categories were thought to be the most applicable for the purposes of this investigation.

The intent of section A on the questionnaire was

to determine to what degree a child was interested in current events by asking him to make a choice between some sort of news broadcast and some other type of radio program. In order to determine what sort of news programs children listen to and what their preferences were in other types of programs, a preliminary questionnaire was given to two groups of fifth grade children. The results showed that the types of news programs most frequently heard were news broadcasts, news commentators, such as Lowell Thomas, and programs dramatizing war experiences such as Cavalcade of America and the Army Hour which contain a certain amount of current news information. Other types of programs most popular with children were serials, Tom Mix being the most popular, quiz programs with Truth and Consequences at the top, continued human interest stories such as Blondie and musical programs of two types -- dance bands, Danny Kaye being the most popular, and symphony orchestra broadcasts. These five types of popular programs were each paired with a program of news interest. The children were asked to decide, if they could listen to only one of the two programs paired, which one they would prefer to listen to and to indicate their preference by placing a check in front of it. Section A of the interest part

of the questionnaire was finally set up as follows:

- A. To which radio program would you like to listen?
- | | |
|--|---|
| 1. <input type="checkbox"/> Tom Mix | 3. <input type="checkbox"/> a war play |
| or | or |
| <input type="checkbox"/> the news | <input type="checkbox"/> a continued story |
| 2. <input type="checkbox"/> a news broadcast | 4. <input type="checkbox"/> a dance band |
| or | or |
| <input type="checkbox"/> Truth or Consequences | <input type="checkbox"/> a news broadcaster |
| 5. <input type="checkbox"/> a news broadcast | |
| or | |
| <input type="checkbox"/> a symphony orchestra | |

The purpose of section B was to determine how much children were interested in current events by the types of short subject movies they liked to see. Movie shorts were selected instead of full length pictures because with the exception of war pictures there are few that have news value and in regard to war pictures there are so many other factors which enter into a child's enjoyment of them, that valid conclusions could not be drawn. The most popular types of short subject movies with news content, as indicated by a preliminary questionnaire, were news reels and March of Time. Other popular types of movie shorts were each paired with a news short and the children were asked to state their preference in the same manner as in section A. Section B appeared on the questionnaire as follows:

B. Which movie would you like to see?

- | | |
|-----------------------------|--------------------------|
| 1. ___ a Walt Disney comedy | 3. ___ a preview |
| or | or |
| ___ a newsreel | ___ a newsreel |
| 2. ___ March of Time | 4. ___ March of Time |
| or | or |
| ___ a travel picture | ___ a Walt Disney comedy |
| 5. ___ a newsreel | |
| or | |
| ___ a fashion note short | |

In section C the purpose was to determine their interest in world affairs by where current events as a school subject stood in popularity with other school subjects and activities. School activities connected with current events which were commonly engaged in were current events discussion, reading news magazines such as "The Weekly Reader" or "Young America", having news quizzes, writing current events reports, and doing map work. School subjects and activities at the top of the popularity list, as indicated by the preliminary questionnaire, were arithmetic, social studies, art, and reading as subjects and painting, writing reports, reading, and map work as activities within these subject matter fields. Five of these subjects and activities were each paired with a current events activity and the children asked to check their preference in each pair. Since a child's choice might have been affected by the type of activity men-

tioned rather than by the content of the activity, it was necessary to have each pair consist of the same type of activity with different subject matter emphasis. For instance, item 2 in section C involved reading in both choices but reading a news magazine in one case and a reading book in the other. Likewise item 3 suggested a quiz in both instances but a spelling bee for one choice and a news quiz for the other. Section C appeared on the questionnaire as follows:

C. Which would you like to do in school?

- | | |
|--|---|
| 1. <input type="checkbox"/> do arithmetic | 3. <input type="checkbox"/> have a spelling |
| or | bee or |
| <input type="checkbox"/> have current events | <input type="checkbox"/> have a news quiz |
| 2. <input type="checkbox"/> read your news | 4. <input type="checkbox"/> write a story |
| magazine or | or |
| <input type="checkbox"/> read your reading | <input type="checkbox"/> write a report on |
| book | some news event |
| 5. <input type="checkbox"/> do map work | |
| or | |
| <input type="checkbox"/> do painting | |

In section D an attempt was made to determine a child's interest in what is going on in the world around him by finding out what he enjoyed talking about with adults. The topics of conversation chosen which would be based on news events and which might be engaged in commonly at the family dinner table were about how the war is progressing, about matters of domestic government, and about individuals' war experiences. Other types of conversation which predominate at the dinner table and

in which children have an interest according to the preliminary questionnaire were about the neighbors, about school work and experiences, about business, about difficulties of shopping, and about recreational activities such as the movies. These topics of general conversational interest were each paired with topics with news content and the children were again asked to check their preferences. Section D was finally set up as shown below:

- D. Which topics of conversation would you most enjoy listening to and taking part in at your dinner table at home?
- | | |
|--|---|
| 1. ___ about how the war
___ is going or
___ about the neighbors | 3. ___ about your
___ father's work or
___ about current
events |
| 2. ___ about what happened
___ at school or
___ about how our leaders
are running the country | 4. ___ about the war
___ news or
___ about your mother's
shopping trip |
| 5. ___ about a soldier's war
___ experience or
___ about a movie | |

Building the Informational Questionnaire.

The second section of the questionnaire was set up to determine how much the fifth grade child knows about world affairs -- to see how his interest as expressed in Part I carried over into what information he had acquired. This part of the questionnaire consists of sixty-five informational questions containing eight

multiple choice questions in Part II, twenty true and false statements in Part III, five completion questions in Part IV and thirty-two matching exercises in Part V.

The first step in drawing up this section of the questionnaire was to determine what news had been most in the forefront over the three months period including November and December 1944 and January 1945. It was decided to limit the news coverage to this three months period because a child's span of recall is apt to be very short and this particular three months period was one full of unusual news -- a presidential election at home and many vital battles on the war fronts.

To determine the most prominent news items for this period a careful survey of newspapers and magazines was made which included the following: Time, Newsweek, Life, Foreign Policy Bulletins, Christian Science Monitor, The Boston Herald, and Young America. Topics found to be most prominent and on a child's level of understanding were war events and campaigns, the war effort at home with its many ramifications, sports, the presidential election, and matters of foreign policy.

Since one of the objectives of the study was to find out what types of news children were most interested

multiple choice questions in Part II, twenty true and false statements in Part III, five completion questions in Part IV and thirty-two matching exercises in Part V.

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Since one of the objectives of the study was to find out what types of news children were most interested

in, the news was divided into two main categories, home news and war news. The home news contained questions on the presidential election, national government, post-war plans, the war effort at home, sensational events, sports, national leaders, and terms currently in use. The war news likewise covered a wide field including questions on events of the war, campaigns, war equipment, war terms, strategic places, and military leaders.

After the news items were selected much preliminary testing was done to aid in determining statements to be used in the multiple choice, completion, and matching exercises. Keeping the vocabulary on a fifth year level presented some difficulty so before the sending out of the final questionnaire another preliminary test was given to a fifth grade and the results indicated that it was challenging but not too difficult for the average fifth grade child. The questionnaire as it was finally set up and given in mimeographed form will be found in the appendix, p.91.

Scoring the Questionnaire.

On the interest section of the questionnaire there were twenty choice questions each containing one current events choice. One point was given for each

In the news was divided into two main categories, home news and war news. The home news contained questions on the presidential election, National Government, Post-war plans, the war effort at home, national events, sports, national leaders, and topics currently in use. The war news likewise covered a wide field including questions on events of the war, campaigns, war equipment, war terms, strategic phases, and military leaders.

After the news items were selected much preliminary testing was done to aid in determining statements to be used in the multiple choice, completion, and matching exercises. Keeping the vocabulary on a fifth year level presented some difficulty so before the reading out of the final questionnaire another preliminary test was given to a fifth grade and the results indicated that it was challenging but not too difficult for the average fifth grade child. The questionnaire as it was finally set up and given in mimeographed form will be found in the appendix, p. 31.

Scoring the Questionnaire.

On the interest section of the questionnaire there were twenty choice questions each containing one correct answer choice. The point was given for each

choice which showed a current events preference, so that if the current events activity was chosen every time the total score was twenty.

In the informational section there were sixty-five questions. One point was given for each question answered correctly, so that a perfect score totalled sixty-five.

The Selection of Groups to be Tested.

Since the writer was particularly interested in the fifth grade child's understanding of current affairs, that grade was chosen as the one in which to carry on this study. Moreover, many investigators had done work with older groups and some had suggested that studies of this nature be carried on with younger children. G. A. Pradel who carried on a similar investigation on a seventh grade level suggested that her "---preliminary testing showed that interesting results could be obtained from a good grade five as well as from groups in senior high school."⁵⁴

The questionnaire was given to 468 fifth grade

54. Pradel, op. cit., p. 32.

children, 232 boys and 236 girls, in sixteen different schools in suburban and urban areas. Towns and cities in which the tests were given were Augusta and Farmington, Maine; Auburn, Belmont, Natick, Needham, Newton, Norton, Quincy and Winchester, Massachusetts.

The following chapter will contain the tabulations of data obtained from the questionnaire.

In Table I the results for each child on the interest section are shown. On the questionnaire there were four sections, A through D, each containing five items, every item of which involved a choice between two activities as indicated by the a and b following each number on the table. The table shows the number and per cent of boys who made each choice. The same is shown for the girls and for both boys and girls as a total. The purpose of these figures was to determine how many fifth grade boys and girls were interested in current events.

children, 252 boys and 236 girls, in sixteen different
schools in suburban and urban areas. Towns and cities
in which the tests were given were Augusta and Farmington,
Maine; Auburn, Belmont, Natick, Needham, Newton, Norton,
Quincy and Winchester, Massachusetts.

The following chapter will contain the tabulations
of data obtained from the questionnaire.

CHAPTER IV

DATA FROM THE QUESTIONNAIRE

Tables summarizing the results of the questionnaire are found in this chapter. There are tabulated results dealing with the interest and the informational sections of the questionnaire. Before Table I there is a copy of the interest section with directions as given in the questionnaire which will help in reading Tables I, II, and III. Tables IV through VII, which show results from the informational sections of the questionnaire, are preceded by a copy of the informational questions as given on the test. Detailed interpretations of all of the tables will be made in Chapter V.

In Table I the results for each choice on the interest section are shown. On the questionnaire there were four sections, A through D, each containing five items, every item of which involved a choice between two activities as indicated by the a and b following each number on the table. The table shows the number and per cent of boys who made each choice. The same is done for the girls and for both boys and girls as a total. The purpose of these figures was to determine how much fifth grade boys and girls were interested in current events.

COPY OF PART I

Directions: In the following exercises you are asked to make choices as to things you like to do best. If you could do only one of the activities in each group, mark the one you would like to do best by placing a check in front of it.

Example: Which would you like to do best?

____go to the dentist
or
____go to the circus

You would probably place a check in front of "go to the circus."
Put it in.

A. To what radio program would you like to listen?

- | | |
|--|---|
| 1. ____ Tom Mix
or
____ the news | 3. ____ a war play
or
____ a continued story |
| 2. ____ a news broadcast
or
____ Truth or Consequences | 4. ____ a dance band
or
____ a news broadcaster |
| 5. ____ a news broadcast
or
____ a symphony orchestra | |

B. Which movie would you like to see?

- | | |
|---|--|
| 1. ____ a Walt Disney comedy
or
____ a newsreel | 3. ____ a preview
or
____ a newsreel |
| 2. ____ March of Time
or
____ a travel picture | 4. ____ March of Time
or
____ a Walt Disney comedy |
| 5. ____ a newsreel
or
____ a fashion note short | |

COPY OF PART I
(continued)

C. Which would you like to do in school?

- | | |
|--|--|
| <p>1. ___do arithmetic
 or
 ___have current events</p> <p>2. ___read your news magazine
 or
 ___read your reading book</p> | <p>3. ___have a spelling bee
 or
 ___have a news quiz</p> <p>4. ___write a story
 or
 ___write a report on
 some news event</p> |
|--|--|
5. ___do map work
 or
 ___do painting

D. Which topics of conversation would you most enjoy listening to and taking part in at your dinner table at home?

- | | |
|--|---|
| <p>1. ___about how the war is
 going or
 ___about the neighbors</p> <p>2. ___about what happened
 at school or
 ___about how our leaders are
 running the country</p> | <p>3. ___about your father's
 work or
 ___about current events</p> <p>4. ___about the war news
 or
 ___about your mother's
 shopping trip</p> |
|--|---|
5. ___about a soldier's war experience
 or
 ___about a movie

UNIT 10: THE FUTURE
(continued)

Write a paragraph about the future of the world.

1. _____
_____ will be the most important
_____ of the future.
_____ will be the most important
_____ of the future.
2. _____
_____ will be the most important
_____ of the future.
_____ will be the most important
_____ of the future.

Write a paragraph about the future of the world.

Write a paragraph about the future of the world.

1. _____
_____ will be the most important
_____ of the future.
_____ will be the most important
_____ of the future.
2. _____
_____ will be the most important
_____ of the future.
_____ will be the most important
_____ of the future.

Write a paragraph about the future of the world.

TABLE I

THE RESULTS OF INTEREST SECTION (PART II)
FOR ALL FIFTH GRADE CHILDREN TESTED

Total number of boys tested	232
Total number of girls tested	236
Total number of children tested	468

STATEMENT #	BOYS		GIRLS		TOTAL		OMITTED #
	#	%	#	%	#	%	
A. 1. a.	168	72.4	155	65.7	323	69.1	18
b.	60	25.9	67	28.4	127	27.2	18
2. a.	44	18.9	20	8.5	64	13.7	12
b.	182	78.4	210	89.0	392	83.9	12
3. a.	173	74.6	113	47.9	286	61.2	26
b.	47	20.3	109	46.2	156	33.4	26
4. a.	79	34.0	156	66.1	235	50.3	33
b.	137	59.0	63	26.7	200	42.8	33
5. a.	141	60.8	83	35.2	224	47.9	55
b.	64	27.6	125	53.0	189	40.4	55
B. 1. a.	185	79.7	197	83.5	382	81.7	14
b.	40	17.2	32	13.6	72	15.4	14
2. a.	95	40.9	79	33.5	174	37.2	31
b.	126	54.3	137	58.1	263	56.3	31
3. a.	40	17.2	114	48.3	154	32.9	28
b.	182	78.4	104	44.1	286	61.2	28
4. a.	31	13.4	36	15.3	67	14.3	24
b.	191	82.3	186	78.1	377	80.7	24
5. a.	167	71.9	101	42.8	268	57.4	66
b.	31	13.4	103	43.7	134	28.7	66
C. 1. a.	96	41.4	129	54.7	225	48.2	22
b.	129	55.6	92	39.0	221	47.3	22
2. a.	119	51.3	79	33.5	198	42.4	33
b.	99	42.7	138	58.5	237	50.7	33
3. a.	90	38.8	156	66.1	246	52.6	22
b.	131	56.5	69	29.3	200	42.8	22
4. a.	110	47.4	148	64.8	258	55.2	29
b.	110	47.4	71	30.1	181	38.7	29
5. a.	95	40.9	67	28.4	162	34.7	58
b.	105	45.3	143	60.6	248	53.1	58
D. 1. a.	195	84.0	157	66.7	352	75.3	18
b.	30	12.9	68	28.8	98	20.9	18
2. a.	82	35.3	143	60.6	225	48.2	24
b.	141	60.8	78	33.1	219	46.9	24
3. a.	93	40.1	110	46.6	203	43.4	27
b.	128	55.2	110	46.6	238	50.9	27
4. a.	178	76.7	118	50.0	296	63.3	27
b.	40	17.2	105	44.5	145	31.0	27
5. a.	159	68.5	134	56.8	293	62.7	45
b.	52	22.4	78	33.1	130	27.8	45

TABLE 1. SUMMARY OF DATA FOR THE 1950-1951 SEASON

TABLE 1. SUMMARY OF DATA FOR THE 1950-1951 SEASON

STATION	DATE	WIND		TEMP		HUMID		TOTAL
		1	2	1	2	1	2	
10	10/1	100	100	100	100	100	100	100
11	10/2	100	100	100	100	100	100	100
12	10/3	100	100	100	100	100	100	100
13	10/4	100	100	100	100	100	100	100
14	10/5	100	100	100	100	100	100	100
15	10/6	100	100	100	100	100	100	100
16	10/7	100	100	100	100	100	100	100
17	10/8	100	100	100	100	100	100	100
18	10/9	100	100	100	100	100	100	100
19	10/10	100	100	100	100	100	100	100
20	10/11	100	100	100	100	100	100	100
21	10/12	100	100	100	100	100	100	100
22	10/13	100	100	100	100	100	100	100
23	10/14	100	100	100	100	100	100	100
24	10/15	100	100	100	100	100	100	100
25	10/16	100	100	100	100	100	100	100
26	10/17	100	100	100	100	100	100	100
27	10/18	100	100	100	100	100	100	100
28	10/19	100	100	100	100	100	100	100
29	10/20	100	100	100	100	100	100	100
30	10/21	100	100	100	100	100	100	100
31	10/22	100	100	100	100	100	100	100
32	10/23	100	100	100	100	100	100	100
33	10/24	100	100	100	100	100	100	100
34	10/25	100	100	100	100	100	100	100
35	10/26	100	100	100	100	100	100	100
36	10/27	100	100	100	100	100	100	100
37	10/28	100	100	100	100	100	100	100
38	10/29	100	100	100	100	100	100	100
39	10/30	100	100	100	100	100	100	100
40	10/31	100	100	100	100	100	100	100
41	11/1	100	100	100	100	100	100	100
42	11/2	100	100	100	100	100	100	100
43	11/3	100	100	100	100	100	100	100
44	11/4	100	100	100	100	100	100	100
45	11/5	100	100	100	100	100	100	100
46	11/6	100	100	100	100	100	100	100
47	11/7	100	100	100	100	100	100	100
48	11/8	100	100	100	100	100	100	100
49	11/9	100	100	100	100	100	100	100
50	11/10	100	100	100	100	100	100	100
51	11/11	100	100	100	100	100	100	100
52	11/12	100	100	100	100	100	100	100
53	11/13	100	100	100	100	100	100	100
54	11/14	100	100	100	100	100	100	100
55	11/15	100	100	100	100	100	100	100
56	11/16	100	100	100	100	100	100	100
57	11/17	100	100	100	100	100	100	100
58	11/18	100	100	100	100	100	100	100
59	11/19	100	100	100	100	100	100	100
60	11/20	100	100	100	100	100	100	100
61	11/21	100	100	100	100	100	100	100
62	11/22	100	100	100	100	100	100	100
63	11/23	100	100	100	100	100	100	100
64	11/24	100	100	100	100	100	100	100
65	11/25	100	100	100	100	100	100	100
66	11/26	100	100	100	100	100	100	100
67	11/27	100	100	100	100	100	100	100
68	11/28	100	100	100	100	100	100	100
69	11/29	100	100	100	100	100	100	100
70	11/30	100	100	100	100	100	100	100
71	12/1	100	100	100	100	100	100	100
72	12/2	100	100	100	100	100	100	100
73	12/3	100	100	100	100	100	100	100
74	12/4	100	100	100	100	100	100	100
75	12/5	100	100	100	100	100	100	100
76	12/6	100	100	100	100	100	100	100
77	12/7	100	100	100	100	100	100	100
78	12/8	100	100	100	100	100	100	100
79	12/9	100	100	100	100	100	100	100
80	12/10	100	100	100	100	100	100	100
81	12/11	100	100	100	100	100	100	100
82	12/12	100	100	100	100	100	100	100
83	12/13	100	100	100	100	100	100	100
84	12/14	100	100	100	100	100	100	100
85	12/15	100	100	100	100	100	100	100
86	12/16	100	100	100	100	100	100	100
87	12/17	100	100	100	100	100	100	100
88	12/18	100	100	100	100	100	100	100
89	12/19	100	100	100	100	100	100	100
90	12/20	100	100	100	100	100	100	100
91	12/21	100	100	100	100	100	100	100
92	12/22	100	100	100	100	100	100	100
93	12/23	100	100	100	100	100	100	100
94	12/24	100	100	100	100	100	100	100
95	12/25	100	100	100	100	100	100	100
96	12/26	100	100	100	100	100	100	100
97	12/27	100	100	100	100	100	100	100
98	12/28	100	100	100	100	100	100	100
99	12/29	100	100	100	100	100	100	100
100	12/30	100	100	100	100	100	100	100

How to Read Table II.

In order to determine how much the children tested were interested in current events, interest scores were taken and a distribution of these scores made. As explained on page 38 an interest score is equivalent to the number of times a child marked a choice of current events nature. The scores range from zero, indicating that no current events choices were made, to twenty, denoting that all choices made were of current events nature. The numbers of boys, girls, and of both groups who received each score were determined and the distribution made as shown on Table II.

48.

How to Read Table II.

In order to determine how much the children had been interested in current events, interest scores were taken and a distribution of these scores made. As explained on page 35 an interest score is equivalent to the number of times a child made a choice of current events nature. The scores range from zero, indicating that no current events choices were made, to twenty, denoting that all choices made were of current events nature. The numbers of boys, girls, and of both groups who received each score were determined and the distribution made as shown on Table II.

TABLE II

THE DISTRIBUTION OF INTEREST SCORES
FOR ALL FIFTH GRADE CHILDREN TESTED

Total number of boys tested	232
Total number of girls tested	236
Total number of children tested	468

INTEREST SCORE	NUMBER OF CHILDREN		
	BOYS	GIRLS	TOTAL
0	3	12	15
1	2	9	11
2	5	13	18
3	6	20	26
4	3	18	21
5	1	20	21
6	13	18	31
7	14	24	38
8	14	26	40
9	17	16	33
10	21	12	33
11	31	13	44
12	29	7	36
13	28	10	38
14	22	5	27
15	6	3	9
16	6	0	6
17	7	3	10
18	3	4	7
19	1	2	3
20	0	1	1

TABLE II

THE RELATIONSHIP OF INHERENT COLOR
 WITH THE RATE OF GROWTH OF
 THE SEEDLING OF PINE
 IN THE FIRST YEAR OF
 CULTURE

No. of seedlings	Inherent color		No. of seedlings
	Dark	Light	
1	1	1	2
2	1	1	2
3	1	1	2
4	1	1	2
5	1	1	2
6	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
20	1	1	2
21	1	1	2
22	1	1	2
23	1	1	2
24	1	1	2
25	1	1	2
26	1	1	2
27	1	1	2
28	1	1	2
29	1	1	2
30	1	1	2
31	1	1	2
32	1	1	2
33	1	1	2
34	1	1	2
35	1	1	2
36	1	1	2
37	1	1	2
38	1	1	2
39	1	1	2
40	1	1	2
41	1	1	2
42	1	1	2
43	1	1	2
44	1	1	2
45	1	1	2
46	1	1	2
47	1	1	2
48	1	1	2
49	1	1	2
50	1	1	2
51	1	1	2
52	1	1	2
53	1	1	2
54	1	1	2
55	1	1	2
56	1	1	2
57	1	1	2
58	1	1	2
59	1	1	2
60	1	1	2
61	1	1	2
62	1	1	2
63	1	1	2
64	1	1	2
65	1	1	2
66	1	1	2
67	1	1	2
68	1	1	2
69	1	1	2
70	1	1	2
71	1	1	2
72	1	1	2
73	1	1	2
74	1	1	2
75	1	1	2
76	1	1	2
77	1	1	2
78	1	1	2
79	1	1	2
80	1	1	2
81	1	1	2
82	1	1	2
83	1	1	2
84	1	1	2
85	1	1	2
86	1	1	2
87	1	1	2
88	1	1	2
89	1	1	2
90	1	1	2
91	1	1	2
92	1	1	2
93	1	1	2
94	1	1	2
95	1	1	2
96	1	1	2
97	1	1	2
98	1	1	2
99	1	1	2
100	1	1	2

How to Read Table III.

One of the purposes of this investigation was to find out how much the children's interest, as expressed by their interest score, carried over into how much they knew about current events, as shown by their score on the informational section. The informational scores for all boys receiving an interest score of zero were averaged and compared with the interest score and so on for all of the interest scores. For example, the average informational score for all boys who had an interest score of zero was 28.0. The same procedure was followed for the girls and for both boys and girls as a total. The figures are shown on Table III.

How to Read Table III.

One of the purposes of this investigation was to find out how much the children's interest, as expressed by their interest score, carried over into how much they knew about current events, as shown by their score on the informational section. The informational scores for all boys receiving an interest score of zero were averaged and compared with the interest score and so on for all of the interest scores. For example, the average informational score for all boys who had an interest score of zero was 22.0. The same procedure was followed for the girls and for both boys and girls as a total. The figures are shown on Table III.

TABLE III

COMPARISON OF INTEREST SCORES
WITH AVERAGE INFORMATION SCORES
FOR ALL FIFTH GRADE CHILDREN TESTED

Total number of boys tested	232
Total number of girls tested	<u>236</u>
Total number of children tested	468

INTEREST SCORE	AVERAGE INFORMATION SCORE		
	BOYS	GIRLS	TOTALS
0	28.0	27.2	27.3
1	36.0	32.2	32.9
2	36.2	30.2	31.8
3	40.5	29.7	32.2
4	39.3	30.1	31.4
5	32.0	30.4	30.4
6	34.8	32.2	33.3
7	35.6	31.5	33.0
8	37.6	35.0	35.3
9	38.6	33.4	35.4
10	39.3	38.5	39.0
11	41.2	39.7	40.8
12	39.1	36.6	38.6
13	42.3	38.6	41.3
14	42.6	34.8	41.2
15	40.5	46.7	42.6
16	43.0	0.0	43.0
17	45.1	36.7	42.6
18	40.7	33.5	36.7
19	61.0	40.5	47.3
20	0.0	26.0	26.0

1934

REPORT OF THE
COMMISSIONER OF THE
BUREAU OF LAND MANAGEMENT

FOR THE YEAR 1934
AND THE FIRST SIX MONTHS OF 1935
IN THE STATE OF ARIZONA

LAND IN THE STATE OF ARIZONA			ACRES
Public Land	Private Land	Total Land	
1,234,567	87,654	1,322,221	0
1,234,567	87,654	1,322,221	1
1,234,567	87,654	1,322,221	2
1,234,567	87,654	1,322,221	3
1,234,567	87,654	1,322,221	4
1,234,567	87,654	1,322,221	5
1,234,567	87,654	1,322,221	6
1,234,567	87,654	1,322,221	7
1,234,567	87,654	1,322,221	8
1,234,567	87,654	1,322,221	9
1,234,567	87,654	1,322,221	10
1,234,567	87,654	1,322,221	11
1,234,567	87,654	1,322,221	12
1,234,567	87,654	1,322,221	13
1,234,567	87,654	1,322,221	14
1,234,567	87,654	1,322,221	15
1,234,567	87,654	1,322,221	16
1,234,567	87,654	1,322,221	17
1,234,567	87,654	1,322,221	18
1,234,567	87,654	1,322,221	19
1,234,567	87,654	1,322,221	20
1,234,567	87,654	1,322,221	21
1,234,567	87,654	1,322,221	22
1,234,567	87,654	1,322,221	23
1,234,567	87,654	1,322,221	24
1,234,567	87,654	1,322,221	25
1,234,567	87,654	1,322,221	26
1,234,567	87,654	1,322,221	27
1,234,567	87,654	1,322,221	28
1,234,567	87,654	1,322,221	29
1,234,567	87,654	1,322,221	30

The following tables show data concerning the informational section of the questionnaire. The tabulated data is preceded by a copy of this section with directions as given on the test. The numbers in the first column on each sheet are consecutive numberings of the sixty-five questions used to facilitate the reading of the tables.

How to Read Table IV.

In order to determine how well informed the children were on news events covered by this questionnaire, an information score was taken. There were sixty-five questions on the informational test and one point was given for each question answered correctly. The number of girls, boys, and of both groups who received each score from zero to sixty-five was determined and a distribution of these scores made as shown on Table IV.

48.

The following tables show data concerning the informational section of the questionnaire. The tables are preceded by a copy of this section with directions as given on the test. The numbers in the first column on each sheet are consecutive numberings of the sixty-five questions used to facilitate the reading of the tables.

How to Read Table IV.

In order to determine how well informed the children were on news events covered by this questionnaire, an information score was taken. There were sixty-five questions on the informational test and one point was given for each question answered correctly. The number of girls, boys, and of each group who received each score from zero to sixty-five was determined and a distribution of these scores made as shown on Table IV.

COPY OF PART II

Directions: Choose the best ending for each of these sentences. Place the number of the ending you choose on the line before the sentence.

Example: ____ An automobile has

1. wings.
2. wheels.
3. branches.

Choose the best ending. What number should be placed in front of the sentence?

1. ____ 1. General Joseph Stilwell was recalled from China as commander of the China-India-Burma theatre of war because
 1. he had business to attend to in the United States.
 2. he and Generalissimo Chiang Kai-shek did not agree on how the war should be carried on in China.
 3. the campaign was not gaining ground fast enough in that area.
2. ____ 2. Cordell Hull recently retired as Secretary of State because
 1. he was ill.
 2. he and the President disagreed.
 3. he was given a new position.
3. ____ 3. The result of the German robot bombings on England has been to
 1. seriously damage many war factories.
 2. break down the courage of the English.
 3. cause suffering and destruction among civilians.
4. ____ 4. According to law, the re-election of President Roosevelt on November 7 was not certain until January 6, 1945, because
 1. the soldiers' vote was not all in until then.
 2. the number of votes was so close they could not tell.
 3. the votes of the electoral college were not counted until then.
5. ____ 5. The sport which has been stopped by government regulation is
 1. football.
 2. horse racing.
 3. baseball.
6. ____ 6. Although the Nazis have been driven out of Greece for many weeks, fighting has still been going on there between
 1. some Greeks and some British.
 2. some Russians and some Greeks.
 3. some Japanese and some Russians.
7. ____ 7. The longest range bomber in the world now being used for combat is the
 1. B-29.
 2. B-19.
 3. B-26.

COPY OF PART II
(continued)

8. — 8. One of the largest, most heavily armored, and best known tanks now in use in this war is called
1. the flame thrower.
 2. the Royal Tiger.
 3. the Mustang.

COPY OF PART III

Directions: Before each sentence there is a + and a - sign. If you believe that the sentence is correct, draw a circle around the + sign. If you believe that a sentence is not correct, draw a circle around the - sign.

Examples: + - A nickel is worth five cents. Draw a circle around the + sign.
+ - Roses are always red. Draw a circle around the - sign.

9. 1. + - One of Germany's largest battleships, the Tirpitz, has been sunk recently by the British.
10. 2. + - B-29's take off from airplane carriers to bomb Japan.
11. 3. + - A large balloon sent over by the Japanese was found on the West coast a short time ago.
12. 4. + - The man who ran for President against Franklin D. Roosevelt in 1944 was Thomas E. Dewey.
13. 5. + - Henry A. Wallace is our new Secretary of State.
14. 6. + - Army and Navy officials believe that after this war all boys should be made to have some military training as part of their education.
15. 7. + - Recently several high Army officers have been promoted to a new rank to whom people give the name "5 star generals".
16. 8. + - During the time between Pearl Harbor and January 1, 1945, there have been over 1,000,000 American soldiers, sailors, and Marines killed.
17. 9. + - The United States now has enough people working in war plants.
18. 10. + - In the much talked of Army-Navy football game in December, Navy was victorious over Army.
19. 11. + - Basketball is becoming a popular sport in New England.
20. 12. + - The military campaign in Holland was slowed down by floods.
21. 13. + - The Germans on the Western front have been continually retreating since D-Day.
22. 14. + - The war in China has been going badly for the United Nations.
23. 15. + - We have now retaken from the Japanese all of the Philippine Islands.
24. 16. + - The O.P.A. recently had to take away some of our red and blue points to keep our food supply safe.

COPY OF PART III
(continued)

- 25.17. + - The Army and Navy have plenty of nurses to care for the wounded service men.
- 26.18. + - At the recent International Air Conference it was agreed by all nations present that after the war there shall be freedom of the air.
- 27.19. + - Nubbin's illness was so serious that he died just before Christmas.
- 28.20. + - The two German spies who landed in Maine a short time ago are still being hunted by the F.B.I.

COPY OF PART IV

Directions: Put the missing word in the blank space in each sentence. Choose your missing word from the list at the end of the exercise. You will not need to use all of the words.

29. 1. The Germans have recently organized a _____ to help the army fight the United Nations when the fighting enters the German homeland.
30. 2. On January 20 President Roosevelt went through the ceremony of taking office, which is called the President's _____.
31. 3. The act of changing our wartime industry and business back to peacetime production is called _____.
32. 4. Harry S. Truman is the new _____ of the United States.
33. 5. All the countries fighting on our side in this war are called the _____.

counter attack
reconversion
senator
offensive
nomination

Axis
inauguration
United Nations
Home Army
vice-president

GOVERNMENT OF INDIA
MINISTRY OF DEFENCE

- 1. The Government of India have received a letter from the Government of the United Kingdom dated 10th March 1954, in which it is stated that the Government of the United Kingdom are desirous of purchasing a certain quantity of certain types of aircraft from the Government of India.
- 2. The Government of India have considered the proposal and are desirous of purchasing the same.
- 3. The Government of India have agreed to supply the same to the Government of the United Kingdom at a price of Rs. 100 lakhs.
- 4. The Government of India have agreed to supply the same to the Government of the United Kingdom at a price of Rs. 100 lakhs.

GOVERNMENT OF INDIA

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- 5. The Government of India have agreed to supply the same to the Government of the United Kingdom at a price of Rs. 100 lakhs.
- 6. The Government of India have agreed to supply the same to the Government of the United Kingdom at a price of Rs. 100 lakhs.
- 7. The Government of India have agreed to supply the same to the Government of the United Kingdom at a price of Rs. 100 lakhs.
- 8. The Government of India have agreed to supply the same to the Government of the United Kingdom at a price of Rs. 100 lakhs.
- 9. The Government of India have agreed to supply the same to the Government of the United Kingdom at a price of Rs. 100 lakhs.
- 10. The Government of India have agreed to supply the same to the Government of the United Kingdom at a price of Rs. 100 lakhs.

For the Government of India
Secretary to the Government of India
Ministry of Defence
New Delhi

For the Government of the United Kingdom
Secretary to the Government of the United Kingdom
Ministry of Defence
London

COPY OF PART V

Directions: In these exercises put the number of the group of words in column 2 in front of the word in column 1 with which it is most closely connected. You will not need to use all of the numbers.

Column 1

Column 2

EXERCISE A

- | | |
|-------------------------------|--|
| 34. ___ Winston Churchill | 1. Chief of the German Secret Police. |
| 35. ___ Joseph Stalin | 2. Leader of the French government |
| 36. ___ Henrich Himmler | 3. One time head of the W.P.B. |
| 37. ___ Thomas E. Dewey | 4. Vice-president of the United States |
| 38. ___ Hirohito | 5. Marshall of the Soviet Union |
| 39. ___ Harry S. Truman | 6. German Minister of Propaganda |
| 40. ___ Charles de Gaulle | 7. President of the United States |
| 41. ___ Franklin D. Roosevelt | 8. Emperor of Japan |
| | 9. Republican candidate for President |
| | 10. Prime Minister of England |

EXERCISE B

- | | |
|--------------------------|--|
| 42. ___ retreat | 1. Soldiers who fight on land |
| 43. ___ Luftwaffe | 2. to draw back from the enemy |
| 44. ___ O.P.A. | 3. crack German troops |
| 45. ___ blackmarket | 4. the German air force |
| 46. ___ rationing | 5. statement of Allied war aims |
| 47. ___ post-war | 6. sell goods in small amounts |
| 48. ___ ground-forces | 7. buying and selling things against the law |
| 49. ___ Atlantic Charter | 8. a scarcity of something |
| | 9. after the war |
| | 10. a government department |

COPY OF PART V
(continued)

Column 1

Column 2

EXERCISE C

- | | |
|---------------------|--|
| 50. ___ Antwerp | 1. Pacific base for B-29's |
| 51. ___ Luzon | 2. Capital of Russia |
| 52. ___ Saipan | 3. Capital of the United States |
| 53. ___ Tokyo | 4. Capital of England |
| 54. ___ Moscow | 5. Largest island of the Philippines |
| 55. ___ Rhine River | 6. Important supply port in Europe |
| 56. ___ London | 7. Capital of Germany |
| 57. ___ Berlin | 8. Western defense line of the Germans |
| | 9. Capital of Japan |
| | 10. Town recently heroically held by American soldiers |

EXERCISE D

- | | |
|--|---|
| 58. ___ Lt.-General George S. Patton | 1. Commander in Chief of the Pacific Fleet |
| 59. ___ Field Marshall von Rundstedt | 2. Commander in Chief of the Chinese Army |
| 60. ___ Admiral Chester W. Nimitz | 3. Chief of Staff of the U.S. Army |
| 61. ___ General Douglas MacArthur | 4. Commander of the U.S. 3rd Army |
| 62. ___ Major Richard Bong | 5. Commander of the Mediterranean theater |
| 63. ___ General Sir H.R.L.G. Alexander | 6. One time ace flier in the Pacific |
| 64. ___ Generalissimo Chiang Kai-shek | 7. German Commander of the Western Front |
| 65. ___ General Dwight D. Eisenhower | 8. Supreme Commander of the Allied Forces in the Pacific |
| | 9. Commander in Chief of the U.S. Fleet |
| | 10. Supreme Commander of the Allied Military Expeditionary Forces |

TABLE IV

THE DISTRIBUTION OF INFORMATIONAL SCORES
FOR ALL FIFTH GRADE CHILDREN TESTED

Total number of boys tested	232
Total number of girls tested	236
Total number of children tested	468

INFORMATION SCORE	NO. OF CHILDREN		
	B.	G.	T.
0	0	0	0
1	0	1	1
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	2	2
8	0	1	1
9	0	1	1
10	0	0	0
11	0	0	0
12	0	0	0
13	1	1	2
14	1	0	1
15	0	3	3
16	1	1	2
17	0	1	1
18	2	1	3
19	0	3	3
20	3	3	6
21	0	7	7
22	1	3	4
23	3	5	8
24	2	7	9
25	1	6	7
26	6	16	22
27	2	10	12
28	4	8	12
29	10	15	25
30	3	11	14
31	10	12	22
32	6	9	15
33	5	5	10
34	6	9	15
35	6	10	16
36	6	11	17
37	9	2	11
38	10	3	13

TABLE IV (continued)

THE DISTRIBUTION OF INFORMATIONAL SCORES
FOR ALL FIFTH GRADE CHILDREN TESTED

INFORMATION SCORE	NO. OF CHILDREN		
	B.	G.	T.
39	11	6	17
40	14	9	23
41	7	8	15
42	7	11	18
43	10	5	15
44	12	3	15
45	10	0	10
46	4	3	7
47	5	5	10
48	13	2	15
49	3	3	6
50	9	0	9
51	4	4	8
52	3	2	5
53	5	3	8
54	3	2	5
55	2	1	3
56	3	1	4
57	3	0	3
58	2	0	2
59	3	0	3
60	0	1	1
61	1	0	1
62	0	0	0
63	0	0	0
64	0	0	0
65	0	0	0

THE DISTRIBUTION OF INVERTEBRATE ANIMALS
IN THE GREAT OCEANIC TRENCH

LOCALITY		No. of Specimens	
No.		No.	
1	11	1	11
2	12	2	12
3	13	3	13
4	14	4	14
5	15	5	15
6	16	6	16
7	17	7	17
8	18	8	18
9	19	9	19
10	20	10	20
11	21	11	21
12	22	12	22
13	23	13	23
14	24	14	24
15	25	15	25
16	26	16	26
17	27	17	27
18	28	18	28
19	29	19	29
20	30	20	30
21	31	21	31
22	32	22	32
23	33	23	33
24	34	24	34
25	35	25	35
26	36	26	36
27	37	27	37
28	38	28	38
29	39	29	39
30	40	30	40
31	41	31	41
32	42	32	42
33	43	33	43
34	44	34	44
35	45	35	45
36	46	36	46
37	47	37	47
38	48	38	48
39	49	39	49
40	50	40	50
41	51	41	51
42	52	42	52
43	53	43	53
44	54	44	54
45	55	45	55
46	56	46	56
47	57	47	57
48	58	48	58
49	59	49	59
50	60	50	60

How to Read Tables V and VI.

In order to find out what sort of news boys and girls were informed about, each question on the questionnaire was treated separately. As shown on Tables V and VI the number and per cent of boys, girls, and of both groups who had each question right was determined. The same was done for the number and per cent of subjects who had each question wrong.

The questions are not numbered as they appeared on the questionnaire, but for the purposes of clarification are numbered consecutively, one through sixty-five corresponding with the consecutive numbering on the copy of the test on pp. 50-54.

In order to show the results of Part V more clearly, Table VI is set up in a slightly different manner substituting the names, places and terms for the numbers of the questions.

TABLE V

RESULTS OF QUESTIONS 1-33
FOR ALL FIFTH GRADE CHILDREN TESTED

Total number of boys tested	232
Total number of girls tested	<u>236</u>
Total number of children tested	468

6

QUEST. #	BOYS		RIGHT GIRLS		TOTAL		BOYS		WRONG GIRLS		TOTAL		OMITS #
	#	%	#	%	#	%	#	%	#	%	#	%	
1	94	42.5	77	32.4	171	36.5	128	55.2	138	58.5	266	56.9	31
2	104	44.8	87	36.9	191	40.9	114	49.1	135	57.2	249	53.3	28
3	139	59.9	121	51.3	260	55.6	91	39.2	104	44.1	195	41.7	13
4	21	9.1	18	7.6	39	8.3	208	89.6	211	89.5	419	89.7	10
5	207	89.2	212	89.9	419	89.7	21	9.1	17	7.2	38	7.1	11
6	102	43.9	68	28.8	170	36.4	122	52.6	147	62.4	269	57.6	29
7	206	88.8	187	79.3	393	84.1	23	9.9	30	12.7	53	11.3	22
8	121	52.1	70	29.7	191	40.9	105	45.3	144	61.1	249	53.3	28
9	147	63.3	138	58.5	285	60.9	74	31.9	70	29.7	144	30.8	39
10	163	70.3	96	40.7	259	55.4	63	27.2	126	53.4	189	40.4	20
11	115	49.6	85	36.0	200	42.8	108	46.5	129	64.7	237	50.7	31
12	214	92.2	208	88.2	422	90.3	16	6.9	21	8.9	37	7.9	9
13	77	33.2	86	36.2	263	34.9	151	65.1	133	56.4	284	60.8	21
14	156	67.2	142	60.2	298	63.8	67	28.9	73	30.9	140	29.9	30
15	159	68.5	143	60.3	302	64.6	64	27.6	71	30.1	135	28.9	31
16	80	34.5	79	33.5	159	34.0	146	62.9	142	60.2	288	61.6	21
17	203	87.5	214	90.7	417	89.2	25	10.8	17	7.2	42	8.9	9
18	117	50.4	90	38.2	207	44.3	101	43.5	104	44.1	205	43.9	56
19	192	82.8	183	77.6	375	80.3	32	13.8	33	13.9	65	13.9	28
20	142	61.2	128	54.3	270	57.8	79	34.0	76	32.2	155	33.2	43
21	91	39.2	83	35.2	174	37.2	135	58.2	125	53.0	260	55.6	34
22	106	45.7	111	47.1	217	46.4	119	51.3	99	41.9	218	46.7	33
23	177	76.3	131	55.5	308	65.9	48	20.7	87	36.9	135	28.9	25
24	123	53.0	134	56.8	257	54.9	98	42.2	83	35.2	181	38.7	30
25	201	86.6	205	86.9	406	86.9	25	10.8	19	8.1	44	9.4	18
26	35	15.1	46	19.5	81	17.3	183	78.9	150	63.6	333	71.3	54
27	112	48.3	125	53.0	237	50.7	90	38.8	77	32.4	167	35.7	64
28	186	80.2	161	68.3	347	74.3	37	15.9	56	23.7	93	19.9	28
29	92	39.7	58	24.6	150	32.1	120	51.7	142	60.2	262	56.1	56
30	77	33.2	69	29.3	146	31.2	129	55.6	142	60.2	271	57.9	51
31	105	45.3	84	35.6	189	40.2	84	36.2	103	43.7	187	40.0	92
32	181	78.0	174	73.8	355	75.9	42	18.1	47	19.9	89	19.0	24
33	146	62.9	117	49.6	263	56.3	69	29.7	92	39.0	161	34.5	44

THE HISTORY OF THE
CITY OF BOSTON

FROM THE FIRST SETTLEMENT
TO THE PRESENT TIME

Year	Event	Year	Event	Year	Event	Year	Event
1630	First settlement	1634	First church	1638	First school	1642	First hospital
1631	First meeting	1635	First court	1639	First library	1643	First prison
1632	First market	1636	First jail	1640	First theatre	1644	First workhouse
1633	First fair	1637	First mint	1641	First exchange	1645	First almshouse
1634	First election	1638	First mint	1642	First exchange	1646	First almshouse
1635	First election	1639	First mint	1643	First exchange	1647	First almshouse
1636	First election	1640	First mint	1644	First exchange	1648	First almshouse
1637	First election	1641	First mint	1645	First exchange	1649	First almshouse
1638	First election	1642	First mint	1646	First exchange	1650	First almshouse
1639	First election	1643	First mint	1647	First exchange	1651	First almshouse
1640	First election	1644	First mint	1648	First exchange	1652	First almshouse
1641	First election	1645	First mint	1649	First exchange	1653	First almshouse
1642	First election	1646	First mint	1650	First exchange	1654	First almshouse
1643	First election	1647	First mint	1651	First exchange	1655	First almshouse
1644	First election	1648	First mint	1652	First exchange	1656	First almshouse
1645	First election	1649	First mint	1653	First exchange	1657	First almshouse
1646	First election	1650	First mint	1654	First exchange	1658	First almshouse
1647	First election	1651	First mint	1655	First exchange	1659	First almshouse
1648	First election	1652	First mint	1656	First exchange	1660	First almshouse
1649	First election	1653	First mint	1657	First exchange	1661	First almshouse
1650	First election	1654	First mint	1658	First exchange	1662	First almshouse
1651	First election	1655	First mint	1659	First exchange	1663	First almshouse
1652	First election	1656	First mint	1660	First exchange	1664	First almshouse
1653	First election	1657	First mint	1661	First exchange	1665	First almshouse
1654	First election	1658	First mint	1662	First exchange	1666	First almshouse
1655	First election	1659	First mint	1663	First exchange	1667	First almshouse
1656	First election	1660	First mint	1664	First exchange	1668	First almshouse
1657	First election	1661	First mint	1665	First exchange	1669	First almshouse
1658	First election	1662	First mint	1666	First exchange	1670	First almshouse
1659	First election	1663	First mint	1667	First exchange	1671	First almshouse
1660	First election	1664	First mint	1668	First exchange	1672	First almshouse
1661	First election	1665	First mint	1669	First exchange	1673	First almshouse
1662	First election	1666	First mint	1670	First exchange	1674	First almshouse
1663	First election	1667	First mint	1671	First exchange	1675	First almshouse
1664	First election	1668	First mint	1672	First exchange	1676	First almshouse
1665	First election	1669	First mint	1673	First exchange	1677	First almshouse
1666	First election	1670	First mint	1674	First exchange	1678	First almshouse
1667	First election	1671	First mint	1675	First exchange	1679	First almshouse
1668	First election	1672	First mint	1676	First exchange	1680	First almshouse
1669	First election	1673	First mint	1677	First exchange	1681	First almshouse
1670	First election	1674	First mint	1678	First exchange	1682	First almshouse
1671	First election	1675	First mint	1679	First exchange	1683	First almshouse
1672	First election	1676	First mint	1680	First exchange	1684	First almshouse
1673	First election	1677	First mint	1681	First exchange	1685	First almshouse
1674	First election	1678	First mint	1682	First exchange	1686	First almshouse
1675	First election	1679	First mint	1683	First exchange	1687	First almshouse
1676	First election	1680	First mint	1684	First exchange	1688	First almshouse
1677	First election	1681	First mint	1685	First exchange	1689	First almshouse
1678	First election	1682	First mint	1686	First exchange	1690	First almshouse
1679	First election	1683	First mint	1687	First exchange	1691	First almshouse
1680	First election	1684	First mint	1688	First exchange	1692	First almshouse
1681	First election	1685	First mint	1689	First exchange	1693	First almshouse
1682	First election	1686	First mint	1690	First exchange	1694	First almshouse
1683	First election	1687	First mint	1691	First exchange	1695	First almshouse
1684	First election	1688	First mint	1692	First exchange	1696	First almshouse
1685	First election	1689	First mint	1693	First exchange	1697	First almshouse
1686	First election	1690	First mint	1694	First exchange	1698	First almshouse
1687	First election	1691	First mint	1695	First exchange	1699	First almshouse
1688	First election	1692	First mint	1696	First exchange	1700	First almshouse
1689	First election	1693	First mint	1697	First exchange		
1690	First election	1694	First mint	1698	First exchange		
1691	First election	1695	First mint	1699	First exchange		
1692	First election	1696	First mint	1700	First exchange		
1693	First election	1697	First mint				
1694	First election	1698	First mint				
1695	First election	1699	First mint				
1696	First election	1700	First mint				
1697	First election						
1698	First election						
1699	First election						
1700	First election						

TABLE VI

RESULTS OF QUESTIONS 34-65
FOR ALL FIFTH GRADE CHILDREN TESTED

Total number of boys tested	232
Total number of girls tested	<u>236</u>
Total number of children tested	468

STATEMENT	BOYS		RIGHT GIRLS		TOTAL		OMITS
	#	%	#	%	#	%	#
34. Churchill	190	81.9	166	70.4	356	76.2	24
35. Stalin	136	58.6	97	41.1	233	49.9	46
36. Himmler	136	58.6	102	43.2	238	50.9	45
37. Dewey	183	78.9	173	73.4	356	76.2	22
38. Hirohito	211	90.9	167	70.8	378	80.9	22
39. Truman	158	68.1	150	63.6	308	65.9	41
40. de Gaulle	128	55.2	98	41.6	226	48.4	71
41. Roosevelt	224	96.5	225	95.4	449	96.1	6

STATEMENT	BOYS		WRONG GIRLS		TOTAL	
	#	%	#	%	#	%
34. Churchill	37	15.9	51	21.6	88	18.8
35. Stalin	83	35.8	106	44.9	189	40.4
36. Himmler	87	37.5	98	41.6	185	39.6
37. Dewey	45	19.4	45	19.1	90	19.3
38. Hirohito	15	6.5	53	22.5	68	14.6
39. Truman	61	26.2	58	24.6	119	25.5
40. de Gaulle	79	34.0	92	39.0	171	36.6
41. Roosevelt	7	3.0	6	2.5	13	2.8

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TABLE VI (continued)

RESULTS OF QUESTIONS 34-65
FOR ALL FIFTH GRADE CHILDREN TESTED

STATEMENT	BOYS		RIGHT GIRLS		TOTAL		OMITS
	#	%	#	%	#	%	#
42. retreat	204	87.9	183	77.6	387	82.8	24
43. Luftwaffee	159	68.5	111	47.1	270	57.8	81
44. O.P.A.	149	64.2	153	64.9	302	64.6	31
45. blackmarket	220	94.8	210	89.0	430	92.0	10
46. rationing	126	54.3	118	50.0	244	52.2	36
47. post-war	175	75.4	152	64.4	327	69.9	36
48. ground forces	207	89.2	199	84.4	406	86.9	16
49. Atlantic Charter	110	47.4	90	38.2	200	42.8	98

STATEMENT	BOYS		WRONG GIRLS		TOTAL	
	#	%	#	%	#	%
42. retreat	21	9.1	36	15.3	57	12.2
43. Luftwaffe	50	21.6	67	28.4	117	25.0
44. O.P.A.	73	31.5	62	26.3	135	28.9
45. blackmarket	8	3.4	20	8.5	28	5.9
46. rationing	90	38.8	98	41.6	188	40.2
47. post-war	43	18.5	62	26.3	105	22.5
48. ground forces	20	8.6	26	11.0	46	9.8
49. Atlantic Charter	90	38.8	80	33.9	170	36.4

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マ	ミ	ム	メ
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カ	キ	ク	ケ
サ	シ	ス	セ
タ	チ	ツ	テ
ナ	ニ	ヌ	ネ
ハ	ヒ	フ	ヘ
マ	ミ	ム	メ
ヤ	ユ	ヨ	

TABLE VI (continued)

RESULTS OF QUESTIONS 34-65
FOR ALL FIFTH GRADE CHILDREN TESTED

STATEMENT	BOYS		RIGHT GIRLS		TOTAL		OMITS
	#	%	#	%	#	%	#
50. Antwerp	69	29.7	37	15.7	106	22.7	104
51. Luzon	147	63.3	96	40.7	243	52.0	65
52. Saipan	143	61.6	61	25.9	204	43.7	71
53. Tokyo	214	92.2	174	73.8	388	83.0	33
54. Moscow	158	68.1	106	44.9	264	56.5	63
55. Rhine River	140	60.3	86	36.5	226	48.4	83
56. London	169	72.8	141	59.8	310	66.3	44
57. Berlin	210	90.5	153	64.9	363	77.7	26

STATEMENT	BOYS		WRONG GIRLS		TOTAL	
	#	%	#	%	#	%
50. Antwerp	126	54.3	132	56.1	258	55.2
51. Luzon	69	29.7	91	38.6	160	34.2
52. Saipan	68	29.3	125	53.0	193	41.3
53. Tokyo	8	3.4	39	16.5	47	10.1
54. Moscow	56	24.1	85	36.0	141	30.2
55. Rhine River	64	27.6	95	40.3	159	34.0
56. London	44	18.9	70	29.7	114	24.4
57. Berlin	17	7.3	62	26.3	79	16.9

TABLE VI (continued)

RESULTS OF QUESTIONS 34-65
FOR ALL FIFTH GRADE CHILDREN TESTED

STATEMENT	BOYS		RIGHT GIRLS		TOTAL		OMITS
	#	%	#	%	#	%	#
58. Patton	107	46.1	66	27.9	173	37.0	93
59. von Rundstedt	167	71.9	121	51.3	288	61.6	95
60. Nimitz	92	39.7	46	19.5	138	29.5	133
61. MacArthur	105	45.2	45	19.1	150	36.1	80
62. Bong	119	51.3	75	31.8	194	42.5	146
63. Alexander	48	20.7	22	8.3	70	14.9	175
64. Chiang Kai-shek	195	84.0	172	72.9	367	78.5	63
65. Eisenhower	42	18.1	32	13.6	74	14.8	121

STATEMENT	BOYS		WRONG GIRLS		TOTAL	
	#	%	#	%	#	%
58. Patton	98	42.2	104	44.1	202	43.2
59. von Rundstedt	35	15.1	50	21.2	85	18.2
60. Nimitz	102	43.9	95	40.3	197	42.2
61. MacArthur	101	43.5	137	68.1	238	50.9
62. Bong	64	27.6	64	27.1	128	27.6
63. Alexander	122	52.6	101	42.8	223	47.7
64. Chiang Kai-shek	13	5.6	25	10.7	38	8.1
65. Eisenhower	153	65.9	120	50.9	273	58.4

How to Read Table VII.

The following table helps to clarify what type of news fifth grade children were informed about by showing the order in which the news items were known by the children tested.

The figures in the column, Order of Knowledge, indicate the order in which the questions were familiar. The second column gives the number of the question as numbered consecutively on the questionnaire. The third column contains the per cent of boys and girls who answered the question correctly. The statements in the column, Question Summary, are resumes of the thought of the questions given on the questionnaire. For example, the question most familiar, as indicated by number 1 in the first column, which was question number 41 on the questionnaire and was recognized by 96.1 per cent of the group tested, was the identification of Franklin D. Roosevelt as President of the United States.

TABLE VII

ARRANGEMENT OF INFORMATIONAL QUESTIONS
IN ORDER IN WHICH THEY WERE KNOWN
BY ALL FIFTH GRADE CHILDREN TESTED

Total number of boys tested 232
Total number of girls tested 236
Total number of children tested 468

ORDER OF KNOWLEDGE	QUEST. #	% RIGHT	QUESTION SUMMARY
1	41	96.1	Roosevelt, President of the United States
2	45	92.0	Blackmarket, illegal buying and selling
3	12	90.3	Dewey, Presidential candidate
4	5	89.7	Horse racing ban
5	17	89.2	Need for war workers
6	25	86.9	Shortage of army and navy nurses
7	48	86.9	Ground forces, land soldiers
8	7	84.1	B-29's, longest range bomber
9	53	83.0	Tokyo, capital of Japan
10	42	82.8	Retreat, withdraw from enemy
11	38	80.9	Hirohito, Emperor of Japan
12	19	80.3	Basketball, growing New England sport
13	64	78.5	Chiang Kai-shek, Chinese leader
14	57	77.7	Berlin, capital of Germany
15	37	76.2	Dewey, Republican Presidential candidate
16	34	76.2	Churchill, British Prime Minister
17	32	75.9	Truman, newly elected vice-president
18	28	74.3	Maine landing of German spies
19	47	69.9	Post-war, after the war
20	56	66.3	London, British capital
21	39	65.9	Truman, vice-president
22	23	65.9	Progress of Philippine campaign
23	44	64.6	O.P.A., government agency
24	15	64.6	Appointment of five star generals
25	14	63.8	Issue of peacetime military training
26	59	61.6	Von Rundstedt, German commander in West
27	9	60.9	Sinking of Tirpitz
28	43	57.8	Luftwaffe, German Air Force
29	20	57.8	Floods hinder Netherlands Campaign
30	54	56.5	Moscow, capital of Russia
31	33	56.3	Meaning of term United Nations
32	3	55.6	Effect of German robot bombs on England
33	10	55.4	B-29's not based on carriers
34	24	54.9	Invalidation of food points
35	46	52.2	Rationing, selling goods in small amounts
36	51	52.0	Luzon, largest of Philippines
37	36	50.9	Himmler, leader of Gestapo
38	27	50.7	Serious illness of Nubbins

TABLE VII (continued)

ARRANGEMENT OF INFORMATIONAL QUESTIONS
IN ORDER IN WHICH THEY WERE KNOWN
BY ALL FIFTH GRADE CHILDREN TESTED

ORDER OF KNOWLEDGE	QUEST. #	% RIGHT	QUESTION SUMMARY
39	35	49.9	Stalin, Russian leader
40	55	48.4	Rhine River, German Western defense line
41	40	48.4	De Gaulle, French leader
42	22	46.4	Unsuccessful campaign in China
43	18	44.3	Outcome of Army-Navy football game
44	52	43.7	Saipan, base for B-29's
45	49	42.8	Atlantic Charter, Allied War Aims
46	11	42.8	Landing of Jap balloons on west coast
47	62	42.5	Bong, Pacific war ace
48	8	40.9	Royal Tiger, superior tank
49	2	40.9	Retirement of Cordell Hull
50	31	40.2	Meaning of reconversion
51	21	37.2	German offensive in Belgian Bulge
52	58	37.0	Patton, leader of the Third Army
53	1	36.5	Recall of General Stilwell from China
54	6	36.4	Greek Civil War
55	61	36.1	MacArthur, Allied Pacific leader
56	13	34.9	Government position of Henry Wallace
57	16	34.0	Number of United States war dead
58	29	32.1	Organization of German Home Army
59	30	31.2	Meaning of term inauguration
60	60	29.5	Admiral Nimitz, Commander of Pacific Fleet
61	50	22.7	Antwerp, European supply port
62	26	17.3	Freedom of air discussed at Air Conference
63	63	14.9	Alexander, Commander of Mediterranean Theater
64	65	14.8	Eisenhower, Commander of Allied Military Forces
65	4	8.3	Presidential election official by electoral college vote

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary.

This chapter will include an analysis of the data tabulated in the previous chapter in terms of the purposes of this research and a statement of the conclusions drawn from the findings of the investigation.

A restatement of the organization and purposes of this study is pertinent at this time since the summary and conclusions will be drawn on the basis of these purposes and the data obtained. It was the purpose of this study to attempt to determine on a fifth year level (1) how much children knew about current events, (2) what type of news children were most informed about, (3) what difference there was between the interest and information of boys and girls, and (4) how much spontaneous interest children had in current events.

To carry out this study a questionnaire of eighty-five questions was organized. The questionnaire consisted of two parts, the first part to inquire into children's interest in current events containing twenty

choice questions and the second part to find out how much information they had acquired about what is going on in the world consisting of sixty-five informational questions of various types -- true and false statements, multiple choice, completion, and matching exercises. The questionnaire in its final mimeographed form was given during the month of February 1945 to 468 fifth grade boys and girls in eleven different communities, some urban and some suburban.

The summary will be made in the order of the above four purposes discussing first the informational aspects and secondly the interest.

In regard to how much children know about current events, as shown on Table IV p. 55, results from this questionnaire indicated that they were not too well informed upon the news events covered in this questionnaire. Results from the 468 pupils tested on the sixty-five informational questions showed that out of a possible sixty-five points the average score was only 36.2 or slightly better than half right. There was a wide range of individual scores from the highest of sixty-one points to the lowest of one answer correct out of a total of sixty-five.

Only 2 per cent of the children tested could answer over 90 per cent of the questions. Six per cent were able to answer between 80 and 90 per cent of the questions, 14 per cent knew from 70 to 80 per cent of the answers. The largest number of children, 26 per cent, knew from 40 to 50 per cent of the questions and 23 per cent were able to answer between 60 and 70 per cent of the questions.

The types of news about which children were informed revealed interesting results. Reference to Tables V and VI pp. 58-62 and to Table VII p. 64 will show that, generally speaking, they were better informed on home front news than on war news. On matters concerning the Presidential election, 90 per cent of the children were familiar with the candidates, but they were unfamiliar with terms concerning the election such as electoral college and inauguration. Only 8 per cent of the children knew that the re-election was not official until the electoral college met and only 31 per cent knew that the President, taking office, went through an inaugural ceremony.

Concerning events which had been much publicized in the United States, about one half of the children

showed that they knew about these happenings. Seventy-four per cent knew about the sensational capture of two German spies who landed on the Maine coast; 63 per cent had read about plans for universal military training after this war. Fifty per cent of the children had followed the much publicized case of the little boy, Nubbins, who was seriously ill between Thanksgiving and Christmas; while only 17 per cent were familiar with decisions of the International Air Conference.

Apparently most children were conscious of many of the shortages in this country caused by the war and of the effort at home that has to be put into the winning of a war. Eighty-nine per cent and 86 per cent of the children realized that in February there was still a shortage of war workers and of army nurses respectively. Fifty-two per cent could identify the term rationing as selling goods in small amounts and 54 per cent understood the necessity of reducing points to prevent a drain on the food supply. The blackmarket was correctly identified by 92 per cent of the group. The term reconversion, much used during the three months period covered by this questionnaire, was known by only 40 per cent of the children, while post-war was familiar to 69 per cent.

The most familiar figure in the forefront of

United States news was Franklin D. Roosevelt who was known by 96 per cent of the children tested. Thomas E. Dewey as a presidential candidate was identified by 76 per cent and Truman as Vice-President by 76 per cent. Both Cordell Hull and Henry Wallace were familiar to less than 40 per cent of the group.

On matters of foreign policy there was little evidence of familiarity. Only 36 per cent knew that General Joseph Stilwell had been recalled because of a disagreement with Chiang Kai-shek and only 42 per cent knew what the Atlantic Charter was.

The sports questions were answered correctly by a large number of the group tested. Eighty-nine per cent knew that horse racing had been stopped by government regulation and 80 per cent realized that basketball was becoming a popular sport in New England. Forty-four per cent remembered that Army was victorious over Navy in their fall game.

The remaining questions on the questionnaire were concerned with war news. The children tested were relatively unfamiliar with the campaigns in various theatres of war. The fact that fighting was going on in the Philippines even after the recapture of Manila was known

to 65 per cent of the group, while 57 per cent knew that the campaign in Holland was slowed down by floods. Less than 50 per cent of the group knew that the war in China was going badly for the United Nations during this period and that the Germans staged a temporary comeback in the Battle of the Bulge.

Some events of prominence in regard to the war such as the civil war in Greece, the number of American service men killed in this war up to January 1, 1945, the formation of a Home Army in Germany were familiar to less than 36 per cent of the group. Sixty-four per cent of the children knew that a new rank, popularly called five star general, had been created in the United States Army. Sixty per cent were familiar with the story of the sinking of the German battleship, Tirpitz, and 55 per cent knew that the robot bombs were more destructive of civilian property than of military objectives.

Some war terms and war equipment were well known by the children such as retreat and ground forces which were identified correctly by over 82 per cent of the group. It is interesting to note that 57 per cent identified the term Luftwaffe correctly while only 56 per cent made the correct association with the term United Nations. As to their knowledge of war equipment 84 per

cent knew that the B-29 was the largest long range bomber in the world, while 40 per cent were familiar with the largest tank, the German Royal Tiger.

Concerning places of strategic importance in this war, Tokyo was the most familiar being known by 83 per cent of the pupils tested. Berlin was known by 77 per cent of the group, London by 66 per cent, Moscow by 56 per cent, and Luzon as a large island in the Philippine group by 52 per cent. The Rhine River, Saipan, and Antwerp, with their correct associations, were recognized by less than 48 per cent of the group.

The war leaders of the world, political and military, and their positions were generally unfamiliar to the majority of the group. The best known figure was the Japanese Emperor, Hirohito, known by 80 per cent of the group. Second was Commander in Chief of the Chinese Forces, Chiang Kai-shek, who was known by 78 per cent of the group. English Prime Minister, Winston Churchill, was the next most familiar leader known by 76 per cent. German Field Marshall von Rundstedt was recognized by 61 per cent of the group. Henrich Himmler, Chief of the Gestapo, Joseph Stalin, Charles de Gaulle and Major Bong, American flying ace, were recognized by between 40 and 50 per cent of the children. Generals George S.

Patton, Douglas MacArthur, Admiral Nimitz, General Alexander, and General Eisenhower were known by 37 per cent or less of the group. It was surprising to note that only 14 per cent of the children knew General Eisenhower by his official title of Supreme Commander of the Allied Military Expeditionary Forces.

A third objective of this study was to see if there was any difference in the knowledge and interest of boys and girls. In regard to differences in how much they knew, results from the total scores of the two groups revealed that the boys were slightly better informed than the girls. The average of the total scores for the boys was 39.8 while that of the girls was 32.6. In general there was little difference between the knowledge of boys and girls on news concerning the home front. On only four of the twenty-seven items concerning home front news was there any difference which might be considered important. From 10 to 13 per cent more boys than girls knew about the landing of the balloon on the West coast, about the spy seizures, and about the meaning of the terms reconversion and post-war.

Boys had no priority on the knowledge of sports news with the exception of the outcome of the Army-Navy football game. This question was answered correctly by

50.4 per cent of the boys and by 38.2 per cent of the girls.

Concerning the war news, however, the boys were better informed than the girls in twenty-two out of the thirty-seven items on the questionnaire about the war. There was little difference between both groups in their awareness of the progress of battle campaigns except in the case of the Philippine campaign. Twenty-one per cent more of the boys knew that even after the fall of Manilla the battle for the Philippines was still going on. There was little difference either in their knowledge of important events of the war with the exception of the civil war in Greece. Of the boys 43.9 per cent answered this question correctly and only 28.8 per cent of the girls. The boys were better informed, however, on most questions concerning war terms and equipment, concerning strategic places, and the identification of war leaders. On nineteen out of the twenty-eight questions falling in these four categories between 13 and 36 per cent more boys made the correct associations than girls. Although both groups knew that the B-29 was the longest range bomber in use today, 30 per cent more boys knew enough about the B-29 to know that the size of this plane made it impossible for it to take off from carriers.

Concerning places of strategic importance in this war, the supply port of Antwerp was unknown to both groups. The boys were more familiar with all other places mentioned in this questionnaire than were the girls.

As to the recognition of war leaders there were some that were known to both groups and unknown as well, as has been indicated previously. However, on seven out of thirteen leaders mentioned from 12 to 26 per cent more boys were familiar with the men and their positions than girls.

Not only were the boys better informed about current events but on this questionnaire they also showed more interest in activities of current news nature. The interest in world affairs was tested in Part I of the questionnaire which consisted of twenty choice questions. Each pair offered a choice between a current events activity and some other type. One point was scored for every choice of a current events nature indicated. Thus the interest score was the number of times a child chose a current events activity. Out of a total of twenty points the average interest score for all the boys was 10.5 and for the girls 7.9. In comparing the distribution of scores from zero to twenty for boys and girls as shown on Table II p. 46, it will be seen that the

boys again showed greater interest than the girls. The greater number of boys scores fell between ten and fourteen while the greatest number of girls scores fell between three and eight.

In attempting to answer the question how much interest do children have in current events, it is interesting to note that the average score for both boys and girls was 8.7. Out of the twenty possible current events choices the average number of current events choices was only 8.7 or approximately two fifths of the total choices.

One way in which children have an opportunity to get news information is by listening to the radio. According to their indication of preferences in radio programs, as indicated on Table I p. 44, only in one case did they prefer a program of news value. Sixty-one per cent of the children chose to listen to a war play while only 33.4 per cent chose a continued story. In two cases the choice was about half and half -- those choices being between a dance band and a news broadcast and between a news broadcast and a symphony orchestra. Sixty-nine per cent of the children preferred to listen to Tom Mix rather than the news.

The movies present pictures of news value which children have a chance to see. According to results the majority of children had rather see a newsreel than either previews or fashion note shorts. These were the only two choices, however, in which a picture of news content was preferred. In the other three choices 81 per cent of the children preferred a Walt Disney Comedy to a newsreel, 56 per cent preferred a travel picture to a March of Time, and 80 per cent chose a Walt Disney comedy rather than a March of Time.

As to where the study of current events stood in popularity with other subjects taught in school, there was no instance in which current events was more popular than the subject to which it was compared. The choice was about equal in the cases of current events, arithmetic, and reading. Of the children tested 52.1 per cent chose a spelling bee while 42 per cent preferred a news quiz. Fifty-five per cent had rather write a story than a news report and 53 per cent preferred painting to map work.

Another way in which children can gather information about what is going on in the world is by listening to and taking part in conversation at home. The results indicated that many children liked to get news in this

way. Seventy-five per cent preferred to talk about how the war was going rather than to talk about the neighbors. Sixty-three per cent had rather hear about war news than about their mother's shopping trip and 62 per cent preferred discussing a soldier's war experience to a movie. The choice between talking about what happened at school and about how our leaders were running the country was about even as was also the choice between discussing father's business and discussing current events.

As the study progressed it was decided that it would be interesting to determine how much the children's interest as indicated by their interest score carried over into what they knew about world affairs as indicated by their information score.

The total information scores for those receiving scores from zero through twenty were averaged as shown on Table III p. 48. The results seem to indicate that there is some correlation between the children's interest and how much they know about current events. The highest average percentages fall between the interest scores of eleven and nineteen indicating that those most interested are better informed.

Conclusions.

The results of this study indicate that the fifth grade children, as a whole, tested by this questionnaire were not well informed on all types of news. Some children had an amazing amount of information about news items used in this survey. It would be interesting to find out by further investigation what factors contributed to the superior knowledge of some children. Was it intelligence, better home background, more directed study in school or what were the contributing factors?

The children were better informed on home front news than on war news. In regard to home news, they were more cognizant of events which touched their own lives such as shortages and war work than of events of greater military and political significance. Sensational news too was known by many in the group. Only the most publicized of public figures were familiar to the children. Matters of foreign policy apparently are too far beyond the understanding of fifth grade children to be meaningful. Children evidently follow sports news with interest.

Concerning their knowledge of war news, battle campaigns and events of the war were not known by the majority of the group. They understood terms used in

wartime and were well informed about war equipment. In general, places of strategic importance were not familiar nor were world military and political leaders. The most familiar places and names were enemy capitals and leaders whose names had been used as bywords in this war.

Although both boys and girls were about equally well informed on home front news, the boys had a better understanding of most phases of the war.

Children of this age are not particularly interested in activities of a current events nature. The boys were more interested than the girls, although possibly this may be explained by the existence of a war situation. It would be interesting to give a questionnaire of this type in peace time to see what degree interest and information differ under normal conditions.

Those children who were most interested in current events had the most information which would indicate that one factor which seems to influence the amount of knowledge a child has concerning world affairs is his interest in this type of thing.

The results of this study show that many aspects of current events are well within the comprehension of nine, ten and eleven year old children and that once

interest in this field has been aroused children can make use of not only direct instruction but many other agencies at their disposal for the gaining of a better understanding and awareness of what is going on in the world around them. The job for the fifth grade teacher would seem to be to arouse interest in current events and then to guide the children in using these many agencies.

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APPENDIX

1. Which of the following activities do you like to do most?
 a. to go to the beach
 b. to go to the movies
 c. to go to the park
 d. to go to the library

2. Which of the following activities do you like to do least?

- a. to go to the beach
- b. to go to the movies
- c. to go to the park
- d. to go to the library

3. How often do you go to the beach?
 a. often
 b. sometimes
 c. never

4. How often do you go to the movies?

- a. often
- b. sometimes
- c. never

5. How often do you go to the park?

- a. often
- b. sometimes
- c. never

6. How often do you go to the library?

- a. often
- b. sometimes
- c. never

7. How often do you go to the beach?

- a. often
- b. sometimes
- c. never

8. How often do you go to the movies?

- a. often
- b. sometimes
- c. never

9. How often do you go to the park?

- a. often
- b. sometimes
- c. never

10. How often do you go to the library?

- a. often
- b. sometimes
- c. never

11. How often do you go to the beach?

- a. often
- b. sometimes
- c. never

PART I

Directions: In the following exercises you are asked to make choices as to things you like to do best. If you could do only one of the activities in each group, mark the one you would like to do best by placing a check in front of it.

Example: Which would you like to do best?

____ go to the dentist
or
____ go to the circus

You would probably place a check in front of "go to the circus."
Put it in.

A. To which radio program would you like to listen?

- | | |
|--|---|
| 1. ____ Tom Mix
or
____ the news | 3. ____ a war play
or
____ a continued story |
| 2. ____ a news broadcast
or
____ Truth or Consequences | 4. ____ a dance band
or
____ a news broadcaster |
| 5. ____ a news broadcast
or
____ a symphony orchestra | |

B. Which movie would you like to see?

- | | |
|---|--|
| 1. ____ a Walt Disney comedy
or
____ a newsreel | 3. ____ a preview
or
____ a newsreel |
| 2. ____ March of Time
or
____ a travel picture | 4. ____ March of Time
or
____ a Walt Disney comedy |
| 5. ____ a newsreel
or
____ a fashion note short | |

C. Which would you like to do in school?

- | | |
|--|---|
| 1. ____ do arithmetic
or
____ have current events | 3. ____ have a spelling bee
or
____ have a news quiz |
| 2. ____ read your news magazine
or
____ read your reading book | 4. ____ write a story
or
____ write a report on some news event |
| 5. ____ do map work
or
____ do painting | |

D. Which topics of conversation would you most enjoy listening to and taking part in at your dinner table at home?

- | | |
|--|---|
| 1. _____ about how the war is
_____ going or
_____ about the neighbors | 3. _____ about your father's
_____ work or
_____ about current events |
| 2. _____ about what happened
_____ at school or
_____ about how our leaders are
_____ running the country | 4. _____ about the war news
_____ or
_____ about your mother's
_____ shopping trip |
| 5. _____ about a soldier's war experience
_____ or
_____ about a movie | |

PART II

Directions: Choose the best ending for each of these sentences. Place the number of the ending you choose on the line before the sentence.

Example: _____ An automobile has

1. wings
2. wheels
3. branches

Choose the best ending. What number should be placed in front of the sentence?

- _____ 1. General Joseph Stilwell was recalled from China as commander of the China-India-Burma theatre of war because
 1. he had business to attend to in the United States.
 2. he and Generalissimo Chiang Kai-shek did not agree on how the war should be carried on in China.
 3. the campaign was not gaining ground fast enough in that area.
- _____ 2. Cordell Hull recently retired as Secretary of State because
 1. he was ill.
 2. he and the President disagreed.
 3. he was given a new position.
- _____ 3. The result of the German robot bombings on England has been to
 1. seriously damage many war factories.
 2. break down the courage of the English.
 3. cause suffering and destruction among civilians.
- _____ 4. According to law, the re-election of President Roosevelt on November 7 was not certain until January 6, 1945, because
 1. the soldiers' vote was not all in until then.
 2. the number of votes was so close they could not tell.
 3. the votes of the electoral college were not counted until then.

1. Which topics of conversation would you most enjoy listening to?
2. Which topics of conversation would you most enjoy listening to?
3. Which topics of conversation would you most enjoy listening to?
4. Which topics of conversation would you most enjoy listening to?
5. Which topics of conversation would you most enjoy listening to?
6. Which topics of conversation would you most enjoy listening to?
7. Which topics of conversation would you most enjoy listening to?
8. Which topics of conversation would you most enjoy listening to?
9. Which topics of conversation would you most enjoy listening to?
10. Which topics of conversation would you most enjoy listening to?

Unit 11

1. Choose the best ending for each of these sentences. Place the number of the ending you choose on the line before the sentence.
- Example: An automobile has _____
1. wings
2. wheels
3. branches
4. Choose the best ending. What number should be placed in front of the sentence?
1. General Joseph Stilwell was recalled from China as commander of the China-Burma-India Theater of Operations.
2. He had been in China for several years.
3. He and Generalissimo Chiang Kai-shek did not agree on the way to win the war.
4. The campaign was a failure.
5. In that area.
6. General Stilwell recently _____
1. he was ill.
2. he was a President of the United States.
3. he was given a new position.
7. The result of the recent election was _____
1. seriously damaged the economy.
2. broke down the structure of the nation.
3. gave nothing and a new kind of government.
8. According to law, the President of the United States _____
1. the soldiers were not sent to the front.
2. the number of votes was not enough to win.
3. the votes of the electoral college were not enough to win.

3

5. The sport which has been stopped by government regulation is
1. football.
 2. horse racing.
 3. baseball.
6. Although the Nazis have been driven out of Greece for many weeks, fighting has still been going on there between
1. some Greeks and some British.
 2. some Russians and some Greeks.
 3. some Japanese and some Russians.
7. The longest range bomber in the world now being used for combat is the
1. B-29.
 2. B-19.
 3. B-26.
8. One of the largest, most heavily armored, and best known tanks now in use in this war is called
1. the flame thrower.
 2. the Royal Tiger.
 3. the Mustang.

PART III

Directions: Before each sentence there is a + and a - sign. If you believe that the sentence is correct, draw a circle around the + sign. If you believe that a sentence is not correct, draw a circle around the - sign.

Examples: + - A nickel is worth five cents. Draw a circle around the + sign.
 + - Roses are always red. Draw a circle around the - sign.

1. + - One of Germany's largest battleships, the Tirpitz, has been sunk recently by the British.
2. + - B-29's take off from airplane carriers to bomb Japan.
3. + - A large balloon sent over by the Japanese was found on the West coast a short time ago.
4. + - The man who ran for President against Franklin D. Roosevelt in 1944 was Thomas E. Dewey.
5. + - Henry A. Wallace is our new Secretary of State.
6. + - Army and Navy officials believe that after this war all boys should be made to have some military training as part of their education.
7. + - Recently several high Army officers have been promoted to a new rank to whom people give the name "5 star generals."
8. + - During the time between Pearl Harbor and January 1, 1945, there have been over 1,000,000 American soldiers, sailors, and Marines killed.

9. + — The United States now has enough people working in war plants.
10. + — In the much talked of Army-Navy football game in December, Navy was victorious over Army.
11. + — Basketball is becoming a popular sport in New England.
12. + — The military campaign in Holland was slowed down by floods.
13. + — The Germans on the Western front have been continually retreating since D-Day.
14. + — The war in China has been going badly for the United Nations.
15. + — We have now retaken from the Japanese all of the Philippine Islands.
16. + — The O.P.A. recently had to take away some of our red and blue points to keep our food supply safe.
17. + — The Army and Navy have plenty of nurses to care for the wounded service men.
18. + — At the recent International Air Conference it was agreed by all nations present that after the war there shall be freedom of the air.
19. + — Nubbin's illness was so serious that he died just before Christmas.
20. + — The two German spies who landed in Maine a short time ago are still being hunted by the F.B.I.

PART IV

Directions: Put the missing word in the blank space in each sentence. Choose your missing word from the list at the end of the exercise. You will not need to use all of the words.

1. The Germans have recently organized a _____ to help the army fight the United Nations when the fighting enters the German homeland.
2. On January 20 President Roosevelt went through the ceremony of taking office, which is called the President's _____.
3. The act of changing our wartime industry and business back to peacetime production is called _____.
4. Harry S. Truman is the new _____ of the United States.
5. All the countries fighting on our side in this war are called the _____.

counter attack
reconversion
senator
offensive
nomination

Axis
inauguration
United Nations
Home Army
vice-president

Directions: In these exercises put the number of the group of words in column 2 in front of the word in column 1 with which it is most closely connected. You will not need to use all of the numbers.

Column 1

Column 2

EXERCISE A

_____ Winston Churchill	1. Chief of the German Secret Police
_____ Joseph Stalin	2. Leader of the French government
_____ Henrich Himmler	3. One time head of the W.P.B.
_____ Thomas E. Dewey	4. Vice-president of the United States
_____ Hirohito	5. Marshall of the Soviet Union
_____ Harry S. Truman	6. German Minister of Propaganda
_____ Charles de Gaulle	7. President of the United States
_____ Franklin D. Roosevelt	8. Emperor of Japan
	9. Republican candidate for President
	10. Prime Minister of England

EXERCISE B

_____ retreat	1. Soldiers who fight on land
_____ Luftwaffe	2. to draw back from the enemy
_____ O.P.A.	3. crack German troops
_____ blackmarket	4. the German air force
_____ rationing	5. statement of Allied war aims
_____ post-war	6. sell goods in small amounts
_____ ground forces	7. buying and selling things against the law
_____ Atlantic Charter	8. a scarcity of something
	9. after the war
	10. a government department

Column 1

EXERCISE C

Column 2

 Antwerp Luzon Saipan Tokyo Moscow Rhine River London Berlin

1. Pacific base for B-29's
2. Capital of Russia
3. Capital of the United States
4. Capital of England
5. Largest island of the Philippines
6. Important supply port in Europe
7. Capital of Germany
8. Western defense line of the Germans
9. Capital of Japan
10. Town recently heroically held by American soldiers

EXERCISE D

 Lt.-General George S. Patton Field Marshall von Rundstedt Admiral Chester W. Nimitz General Douglas MacArthur Major Richard Bong General Sir H.R.L.G. Alexander Generalissimo Chiang Kai-shek General Dwight D. Eisenhower

1. Commander in Chief of the Pacific Fleet
2. Commander in Chief of the Chinese Army
3. Chief of Staff of the U.S. Army
4. Commander of the U.S. 3rd Army
5. Commander of the Mediterranean theater
6. One time ace flier in the Pacific
7. German Commander of the Western Front
8. Supreme Commander of the Allied Forces in the Pacific
9. Commander in chief of the U.S. Fleet
10. Supreme Commander of the Allied Military Expeditionary Forces

Individual Questions

[illegible]

Individual Questions

This image shows a blank, aged, cream-colored page, likely an endpaper or flyleaf of a book. The paper has a slightly textured appearance with some minor discoloration and faint horizontal lines, possibly from the binding or scanning process. There is no text or other markings on the page.

Results of Each Interest Choice For All Children Tested

99.

Boys					Girls					Total				
Current Events					C. E.					C. E.				
#	70	#	70	0	#	70	#	70	0	#	70	#	70	0
1 a	60	25.9	168	72.4	4	67	28.4	155	65.7	14	127	27.2	323	69.1
1 b	44	18.9			6	20	8.5			6	64	13.7		
2 a			182	78.4				210	89.0				392	83.9
2 b	173	74.6			12	113	47.9			14	286	61.2		26
3 a			47	20.3				109	46.2				156	33.4
3 b			79	34.0				156	66.1				235	50.3
4 a	137	59.0			16	63	26.7			17	200	42.8		33
4 b	141	60.8			27	83	35.2			28	224	47.9		55
5 a			64	27.6				125	53.0				189	40.4
5 b								197	83.5				382	81.7
1 a	40	17.2	185	79.7	7	32	13.6			7	72	15.4		14
1 b	95	40.9			11	79	33.5			20	174	37.2		31
2 a			126	54.3				137	58.1				263	56.3
2 b			40	17.2				114	48.3				154	32.9
3 a	182	78.4			10	104	44.1			18	286	61.2		28
3 b	31	13.4			10	36	15.3			14	67	14.3		24
4 a			191	82.3				186	78.1				377	80.7
4 b	167	71.9			34	101	42.5			32	268	57.4		66
5 a			31	13.4				103	43.7				134	28.7
5 b								129	54.7				225	48.2
1 a	129	55.6	96	41.4	7	92	39.0			15	221	47.3		22
1 b	119	51.3			14	79	33.5			19	198	42.4		33
2 a			99	42.7				138	58.5				237	50.7
2 b			90	38.8				156	66.1				246	52.6
3 a	131	56.5			11	69	29.3			11	200	42.8		22
3 b			110	47.4				148	64.8				258	55.2
4 a	110	47.4			12	71	30.1			17	181	38.7		29
4 b	95	46.9			32	67	28.4			26	162	34.7		58
5 a			105	45.3				143	60.6				248	53.1
5 b														
1 a	195	84.0			7	157	66.7			11	352	75.3		18
1 b			30	12.9				68	28.8				98	20.9
2 a			82	35.3				143	60.6				225	48.2
2 b	141	60.8			9	78	33.1			15	219	46.9		24
3 a			93	40.1				110	46.6				203	43.4
3 b	128	55.2			11	110	46.6			16	238	50.9		27
4 a	178	76.7			14	118	50.0			13	296	63.3		27
4 b			40	17.2				105	44.5				145	31.0
5 a	159	68.5			21	134	56.8			24	293	62.7		40
5 b			52	22.4				78	33.1				130	27.8

Individual Questions

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Individual Questions

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Results of Each Informational Question For All Children Tested

102.

Boys					Girls					Total					
Right	Wrong	Omitted	Right	Wrong	Omitted	Right	Wrong	Omitted	Right	Wrong	Omitted				
#	#	#	#	#	#	#	#	#	#	#	#				
1	94	42.5	128	53.2	10	77	32.4	138	58.5	21	171	36.5	266	56.9	31
2	104	44.8	114	40.1	14	87	36.9	135	57.2	14	191	40.9	249	53.3	28
3	139	59.9	91	39.2	2	121	51.3	104	44.4	11	260	55.6	195	41.7	13
4	21	9.1	208	89.6	3	18	7.6	211	89.5	7	39	8.3	419	89.7	10
5	207	89.2	21	9.1	4	212	89.9	17	7.2	7	419	89.7	38	7.1	11
6	102	43.0	122	52.6	8	68	28.8	147	62.4	21	170	36.4	269	57.6	29
7	206	88.8	23	9.9	3	187	79.3	30	12.7	19	393	84.1	53	11.3	22
8	121	52.1	105	45.3	6	170	29.7	144	61.1	22	191	40.9	249	53.3	28
9	147	63.3	74	31.9	11	138	58.5	70	29.7	28	285	60.9	144	30.8	39
10	163	70.3	63	27.2	6	96	40.7	126	53.4	14	259	55.4	189	40.4	20
11	115	49.6	108	46.5	9	85	36.0	129	54.7	22	200	42.8	237	50.7	31
12	214	92.2	16	6.9	2	208	88.2	21	8.9	7	422	90.3	37	7.9	9
13	77	33.2	151	65.1	4	86	36.2	133	56.4	17	163	34.9	284	60.8	21
14	156	67.2	67	28.9	9	142	60.2	73	30.9	21	298	63.8	140	29.9	30
15	159	68.5	64	27.6	9	143	60.3	71	30.1	22	302	64.6	135	28.9	31
16	80	34.5	146	62.9	6	79	33.5	142	60.2	15	159	34.0	288	61.6	21
17	203	87.5	25	10.8	4	214	90.7	17	7.2	5	417	89.2	42	8.9	9
18	117	50.4	101	43.5	14	90	38.2	104	44.1	42	207	44.3	205	43.9	56
19	192	82.2	32	13.8	8	183	77.6	33	13.9	20	375	80.3	65	13.9	28
20	142	61.2	79	34.0	11	128	54.3	76	32.2	32	270	57.8	155	33.2	43
21	91	39.2	135	58.2	6	83	35.2	125	53.0	28	174	37.2	260	55.6	34
22	106	45.7	119	51.3	7	111	47.1	99	41.9	26	217	46.4	218	46.7	33
23	177	76.3	48	20.7	7	131	55.5	87	36.9	18	308	65.9	135	28.9	25
24	123	53.0	98	42.2	11	134	56.8	83	35.2	19	257	54.9	181	38.7	30
25	201	86.6	25	10.8	6	205	86.9	19	8.1	12	406	86.9	44	9.4	18
26	35	15.1	183	78.9	14	46	19.5	150	63.6	40	81	17.3	333	71.3	54
27	112	48.3	90	38.8	30	125	53.0	77	32.4	34	237	50.7	167	35.7	64
28	186	80.2	37	15.9	9	161	68.3	56	23.7	19	347	74.3	93	19.9	28
29	92	39.2	120	51.7	20	58	24.6	142	60.2	36	150	32.1	262	56.1	56
30	77	33.2	129	55.6	26	69	29.3	142	60.2	25	146	31.2	271	57.9	51
31	105	45.3	84	36.2	43	84	35.6	103	43.7	49	189	40.2	187	40.0	42
32	181	78.6	42	18.1	9	174	73.8	47	19.9	15	355	75.9	89	19.0	24
33	146	62.6	67	29.7	17	117	49.6	92	39.0	27	263	56.3	161	34.5	44
34	190	81.6	37	15.9	5	166	70.4	51	21.6	19	356	76.2	88	18.8	24
35	136	58.6	83	35.8	13	97	41.1	106	44.9	33	233	49.9	187	40.4	46
36	183	78.9	87	37.5	4	102	43.2	98	41.6	36	238	50.9	185	39.6	45
37	211	90.9	15	6.5	6	173	73.4	45	19.1	18	356	76.2	90	19.3	22
38	158	68.1	61	26.2	13	167	70.8	53	22.5	16	378	80.9	68	17.6	22
39	128	55.2	79	34.0	25	150	63.6	58	24.6	28	308	65.9	119	25.5	41
40	224	96.5	7	3.0	1	98	41.6	92	39.0	46	226	48.4	171	36.6	7
41	204	87.9	21	9.1	7	225	95.4	6	2.5	5	449	96.1	13	2.8	6
42	159	68.5	50	21.6	23	183	77.6	36	15.3	17	387	82.8	57	12.2	24
43	149	64.2	73	31.5	10	111	49.9	67	21.3	58	270	57.8	117	25.0	81
44	220	94.8	8	3.4	4	153	64.9	62	28.5	21	302	64.6	135	28.9	31
45	126	54.3	90	38.8	16	210	89.0	20	8.5	6	430	92.0	28	5.9	10
46	175	75.4	43	18.5	14	118	50.0	98	41.6	20	244	52.2	188	40.2	36
47	207	89.2	20	8.6	5	152	64.4	62	26.3	22	327	69.9	105	22.5	36
48	110	47.4	90	38.8	32	199	84.4	26	11.0	11	406	86.9	46	9.8	16
49	69	29.7	126	54.3	37	90	38.2	80	33.9	66	200	42.8	170	36.4	98
50	147	63.3	69	29.7	16	37	15.7	132	56.1	67	106	22.7	258	55.2	104
51	143	61.6	68	29.3	21	96	40.7	91	38.6	49	243	52.0	160	34.2	65
52	214	92.2	8	3.4	10	61	25.9	125	53.0	50	204	43.7	193	41.3	71
53	158	68.1	56	24.1	18	174	73.8	39	16.5	23	388	83.0	47	10.1	33
54	140	60.5	64	27.6	28	106	44.9	85	36.0	45	264	56.5	141	30.2	63
55	169	72.8	44	18.9	19	86	36.5	95	40.3	35	226	48.4	159	37.0	83
56	210	90.5	17	7.3	5	141	59.8	70	29.7	25	310	66.3	114	24.4	44
57	107	46.6	98	42.2	27	153	64.9	62	26.3	21	363	77.7	174	46.4	26
58	167	71.7	35	15.1	30	66	27.9	104	44.1	66	173	37.0	202	43.2	93
59	92	39.9	102	43.9	38	121	51.3	50	21.2	65	288	61.6	85	18.2	90
60	105	45.2	101	43.5	26	45	19.5	95	40.3	95	138	29.5	197	42.2	133
61	119	51.3	64	27.6	49	75	31.8	137	68.1	54	150	36.1	238	50.9	80
62	48	20.7	122	52.6	62	72	8.3	64	27.1	97	194	42.5	128	27.6	146
63	195	84.0	13	5.6	24	22	8.9	101	42.8	113	70	14.9	223	47.7	175
64	42	18.1	153	65.9	37	32	13.6	120	50.9	84	367	78.5	38	8.1	63
65											74	14.8	273	58.4	121

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